



Graduate Study in School Psychology 2023-2024

Doctoral Degree (Ph.D.)

Accredited by the American Psychological Association (APA)
Approved by the National Association of School Psychologists (NASP)
Accredited by CAEP and the Kansas State Department of Education

Educational Specialist Degree (Ed.S.)

Approved by the National Association of School Psychologists (NASP)
Accredited by CAEP and the Kansas State Department of Education

Program Websites

<https://epsy.ku.edu/academics/school-psychology/specialist-degree>

<https://epsy.ku.edu/academics/school-psychology/doctorate>

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Welcome Letter

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 Educational Specialist (Ed.S.) and Doctor of Philosophy (Ph.D.) degrees. The Ed.S. and Ph.D. programs are approved/accredited by the National Association of School Psychologists (NASP), Council for the Accreditation of Educator Preparation (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 for the Ed.S. and Ph.D. programs must be submitted electronically by **January 5th** 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 or February.

The KU Graduate School application materials and instructions are available at <https://epsy.ku.edu/academics/school-psychology/specialist-degree> for the Ed.S. program and at <https://epsy.ku.edu/academics/school-psychology/doctorate> for the Ph.D. program. Interested applicants should visit the respective site of interest before proceeding with applications.

Financial aid is available for some students in the form of Graduate Teaching Assistantships (GTAs) and Graduate Research Assistantships (GRAs). GTA decisions are usually made in the spring semester for the following academic year. A link to the GTA applications can be found on the same page as the admissions application materials, or at <https://epsy.ku.edu/student-life>. The awarding of GRAs occurs as research grants are awarded.

If you have questions or would like additional information about the Ed.S. program, please contact Matthew Reynolds (mreynolds@ku.edu; 785-864-1698). If you have questions or would like additional information about the Ph.D. program, please contact Christopher Niileksela (chrisn@ku.edu, 785-864-1037). The School Psychology program at the University of Kansas 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., Professor
Training Director, Ed.S. Program in School Psychology
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Christopher Niileksela, Ph.D., Assistant Professor
Training Director, Ph.D. Program in School Psychology
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Contact Information for the American Psychological Association:
Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE,
Washington, DC 20002; Website: <https://www.apa.org/ed/accreditation>; Office Phone: (202) 336-5979; Office Fax:
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Introduction and Philosophy

The School Psychology Program at the University of Kansas is a unique professional program within the School of Education and Human Sciences (SOEHS) and is situated in the Department of Educational Psychology (EPSY). The program offers both the Educational Specialist (Ed.S.) and Doctor of Philosophy (Ph.D.) degrees. The School Psychology Program is coordinated by a committee that includes representatives from EPSY and students from the Ed.S. and Ph.D. programs. The Ph.D. program is accredited by the American Psychological Association (APA). Both the Ed.S. and Ph.D. programs are approved/accredited by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Kansas State Department of Education (KSDE).

The program has a clearly specified philosophy of education and training that is based on the scientist-practitioner model. The program is compatible with the mission of its sponsor institution, The University of Kansas, appropriate to the science and practice of psychology, and to 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 work 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 ($B = f\{P \times E\}$). The program prepares students to become competent school psychologists whose services positively affect consumers served. Once admitted, a student will pursue one of the following programs with the assistance of an advisor:

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

Websites for APA, KSDE, NASP, and CAEP may be found at:

- APA: <https://www.accreditation.apa.org/>
- KSDE: <http://www.ksde.org>
- NASP: <http://www.nasponline.org>
- CAEP: <http://caepnet.org/>

Application Materials and Procedures

We are seeking people who excel academically and have a commitment to and capability for working effectively with children and adults. Some background and experience working with children such as teaching, youth group leadership, camp counselor, etc. are 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 (<https://policy.ku.edu/IOA/nondiscrimination>).

All applicants for the Ed.S. program should go to the Ed.S. page: <https://epsy.ku.edu/academics/school-psychology/specialist-degree/details>. All applicants for the Ph.D. program should go to the Ph.D. page: <https://epsy.ku.edu/academics/school-psychology/doctorate/details>.

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 at <https://epsy.ku.edu/admission>.

Graduate applications submitted online will be recorded and sent to the EPSY Department. There is an application fee for domestic applications. Fees for international applications are somewhat higher (see <https://gradapply.ku.edu/apply> for more details).

The following materials are uploaded by the applicant, except for the official GRE scores and letters of recommendation, when completing the graduate application. Documents uploaded online must be uploaded by January 5th for both the Ph.D. and Ed.S. programs. Official GRE scores and official transcripts ordered must also be received by January 5th.

- **Transcripts.** One copy of an official student transcript from each college where previous coursework was completed must be provided. The applicant 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. If the applicant is accepted and decides to enroll, an official transcript showing degree conferral is required and should be sent directly from the institution before the second semester of enrollment. Transcripts should be sent to either the EPSY Department at the address on the front of the handbook or to the Office of Graduate Studies.
- **Graduate Record Examination Scores.** GRE Verbal, Quantitative, and Analytical Writing scores are required. 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 their official GRE scores be sent to the University of Kansas using these code numbers.
- **Letter of Intent & CV or Resume.** A letter of intent outlining the applicant's background and professional objectives and a curriculum vita or resume are required.
- **Letters of Recommendation.** Three letters of recommendation from individuals in positions to evaluate the applicant's prospects for completing the program are required. 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.

- **Writing Sample (optional).** A work sample demonstrating the applicant's writing may be provided, but is not required. This can be a research paper, undergraduate thesis, or other sample that demonstrates the applicant's writing.

Admission to the School Psychology Program

The School Psychology Program Committee considers a broad range of academic, personal, and experiential factors when making admissions decisions. The program does not have specific GPA or GRE score requirements, so applicants with lower GPAs or GRE scores are not necessarily denied admittance to the program. Applications are reviewed in January for summer or fall enrollment. Complete credentials should be on file by January 5th for both the Ed.S. and Ph.D. program in order to be considered for admission. Interviews with selected applicants to the Ph.D. program will also be conducted by at least two faculty members from the School Psychology Program Committee. These interviews may be in person, by telephone, or via videoconferencing and typically take place during the last two weeks of January. Applicants to the Ph.D. program who indicate their intention to engage in full-time study during the interview are considered for admission to the doctoral program. Ph.D. and Ed.S. degree applicants are notified of their admission status by February 1st.

The School Psychology program holds a Student Visitation Day in early to mid-March. Students who have been accepted to the program are invited to visit campus for a one-day event where they can meet the faculty and current students, learn more about the program and facilities, and have a chance to ask questions and find out more about the opportunities available at the University of Kansas.

Applicants who have been accepted must confirm their intention to attend the University of Kansas by April 15th. Applicants who accept our offer of admission are 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 are accepted but who choose not to enroll for the summer or fall semester need to reapply should they wish admission for a subsequent enrollment period.

Stages of the Review Process

- **January 5th:** Complete credentials for Ed.S. and Ph.D. applicants should be on file.
- **Middle to Late January:** Face-to-Face, telephone, or video-conferencing interviews are scheduled with selected doctoral applicants.
- **February 1st:** All Applicants receive notification of admission status.
- **Early to Mid-March:** Visitation Day
- **April 15th:** Students granted admission need to confirm their intention to attend the School Psychology Program at the University of Kansas.

Advisement of Students

Each admitted student is assigned a temporary advisor from the School Psychology Program Committee. Quality and consistency of curriculum planning and student professional development are 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,

comprehensive examination, and dissertation committees, a reasonable frequency of contact with program faculty is assured throughout the program. 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 detrimental to themselves, fellow students, clients, or others with whom they have contact. Students should refer to the Student Rights and Responsibilities Code <https://policy.ku.edu/student-affairs/student-code>. Professionally, all school psychology students should know and adhere to professional codes of ethics from the National Association of School Psychologists (NASP, 2020) and the American Psychological Association (APA, 2002 with 2010 amendments). 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 B](#). Grievance procedures are found in [Appendix C](#) and additional information concerning grade disputes is located at <https://policy.ku.edu/education/grade-dispute>.

The Graduate School requires an overall GPA of 3.0 for a 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 minuses) in courses to demonstrate minimum levels of competency. Students not achieving the required grade of B (this does not include a B minus) in courses will be required to retake the course.

Students must demonstrate minimum levels of competency in core school psychology courses completed during the first year before they can begin field experiences. Specifically, enrollment in *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: Principles of Cognitive Assessment
- EPSY 835: Clinical Techniques in Academic Assessment and Intervention
- EPSY 860: Assessment of Behavior Problems and Personality
- EPSY 965: Foundations of Psychoeducational Consultation

Annual Review of Progress

The School Psychology Program Committee will review student progress once each year and offer feedback to each student. 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. Written feedback is provided for Ph.D. students each year they are in the program. 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

No graduate credit may be transferred toward a doctoral degree, but departments may take relevant prior graduate work into consideration when setting up programs of study.

Re-specialization Training

As a full-time, on-campus training program, the School Psychology program does not provide opportunities for re-specialization.

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 Ph.D. candidates or graduation for Ed.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.

Field experiences provide invaluable means of orienting a student to their professional role and gives students 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 D](#). For the Ed.S. and Ph.D. 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 can be found in [Appendix E](#). The Ed.S. and Ph.D. internships involve collaboration between the program and the internship sites. Through this collaboration, it is assured that completion of internship activities are consistent with the program's aims. Student performance is assessed in these field-based experiences.

The Department of Educational Psychology (EPSY) is fortunate to have the *Outcomes, Assessment Services, & Intervention Supports* Training Clinic (OASIS, <https://epsy.ku.edu/outcomes-assessment->

[services-intervention-supports](#)) housed in the School of Education and Human Sciences building. The three main components of the OASIS mission are:

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

In addition, some frequently used local 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, and the Kansas University Medical Center - Center for Child Health and Development (<http://www.kumc.edu>). Our Ph.D. students have participated in APA-accredited internships, internships that are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC), and internships that meet the Council of Directors of School Psychology Programs (CDSPP) internship guidelines in other geographic areas.

Financial Support

Departmental financial support for students is provided in the form of Graduate Teaching Assistantships (GTAs) and Graduate Research Assistantships (GRAs). 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 preparing an application and for current information on remuneration and tuition remission for teaching and research assistants. Further information and applications for Graduate Teaching Assistantships is also available at <https://epsy.ku.edu/admission>.

The University of Kansas, as a major research institution, makes regular Graduate 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 (<https://juniper.ku.edu/>), the Center for Research on Learning (<https://kucrl.ku.edu/>), the Beach Center on Families and Disability (<https://beachcenter.lsi.ku.edu/>), the Achievement and Assessment Institute (<https://aai.ku.edu/>), and 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 scholarships available through the School of Education and Human Sciences (<https://soe.ku.edu/admission/affordability/scholarships>). Information about affordability may be obtained from <https://financialaid.ku.edu/calculate-costs>. For information on other types of financial aid, please contact the KU Financial Aid Office at (785) 864-4700 or <https://financialaid.ku.edu/understand-aid>.

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 community. Important benefits the organization offers to its members are:

- Meets periodically to discuss aspects of and experiences gained during the program

- Provides peer contact and socialization 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 EPSY department meetings
- Provides a social atmosphere through annual picnics, a holiday party in December, and numerous other social functions
- Periodically engages in service activities in the community to help raise money or awareness of community organizations

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 confidentially on the strengths of the program and areas in need of improvement. These data are used for program evaluation along with self-study materials used for preparation for regular visits from APA and folio preparation for approval from NASP, NCATE/CAEP, 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 APA, and folio preparation for approval from NASP, NCATE/CAEP, 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 Ed.S. and Ph.D. 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 a plan is developed and finalized to implement program changes for program improvement. These plans and changes are voted on by the School Psychology Program Committee faculty and student representatives (student representatives do not vote on student-related issues). For substantial changes, a plan is developed and discussed with program students in a town hall meeting before being finalized and voted on by School Psychology 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 & Doctoral Student Seminar

One large group meeting is held for the students and faculty during each semester of 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 activities such as case presentations, research presentations, guest speakers, skill development activities, and professional development.

In addition, a Doctoral Student Seminar is held monthly. Each semester, separate meetings with Ph.D. students are held. These meetings are designed to: 1) provide information and answer questions specific to Ph.D. program requirements (e.g., dissertation, comprehensive exams), 2) provide Ph.D. students

with an opportunity to talk about research and practice experiences that are specific to the Ph.D. program, and 3) provide the opportunity for Ph.D. students across cohorts to socialize with and learn from students in different years of the program.

Joseph R. Pearson Hall

In the fall of 2000, the School of Education and Human Sciences relocated to the newly renovated Joseph R. Pearson Hall. Highlights of the Joseph R. Pearson Hall include:

- A telecommunications classroom allowing entire classes to use video conferencing to observe a classroom
- 12 technology mediated classrooms
- 18 instructional seminar rooms
- A clinical training and diagnostic services center, the Outcomes, Assessment Services, & Intervention Supports Training Clinic (OASIS), 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
- 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. There is also a lounge area for students and faculty to use for casual gatherings as well as study groups and meetings. A university map is available at <https://places.ku.edu/map>.

Progress toward Degree Forms

At certain points in the student's training, a Progress toward Degree (PtD) 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 (Praxis)
- Completion of the Comprehensive Oral Examination¹ (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)

Student Record Retention Policy

All SPSY program student records are maintained by administrative staff and program faculty in locked offices. All student records are located in a locked file cabinet in the main departmental office on the sixth floor of JRP. Only faculty and other administrative staff have access to the student files. Once students graduate, records are scanned and kept electronically on a secure drive indefinitely. Hard copies of student records are destroyed after the student graduates from the program.

¹ 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. A program plan must be submitted to the SOEHS administrative office at least two weeks before the Comprehensive Oral Exam is scheduled.

The Ed.S. Program

Training Model, Program Aim, and Program Competencies

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 and objectives are 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 & Collaboration.** Graduates are knowledgeable about and clinically competent in the area of consultation and collaboration.
- **Assessment.** Graduates are knowledgeable about and clinically competent in the area of assessment.
- **Prevention & Intervention.** Graduates are knowledgeable about and clinically competent in the areas of prevention and intervention.
- **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 equitable practice for diverse populations.

Ed.S. competencies or standards are listed below. These competencies are directly linked to KSDE and NASP standards. Minimum thresholds for competencies are shown on pages 22-23. Minimum thresholds may also be included in coursework.

Professional ethics and human diversity, including understanding of diversity in development and learning, serves as the foundation of the program's scientist-practitioner model. Professional ethics and human diversity have strong influences on all of the competencies our students develop as well as the objectives and goals of the program. In addition, the goals, objectives, and other competencies influence professional ethics and human diversity.

Research Design, Measurement, Statistics, and Evidenced-Based Practice

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

- Competency 2b: [Research] Students have knowledge of research design, measurement, and statistics in sufficient depth to evaluate research.
- Competency 2c: [Research] Students have knowledge of basic principles of research design.
- Competency 2d: [Research] Students can provide information about relevant research findings to school personnel, parents, and the public.
- Competency 2e: [Research] Students can translate research into practice.
- Competency 2f: [Research] Students can plan and carry out an empirical study.
- Competency 2g: [KSDE/NASP 9: Research and Evidence-Based Practice] School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Consultation & Collaboration

- Competency 3a: [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: [KSDE/NASP 2: Consultation and Collaboration] School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
- Competency 3c: [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: [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 3e: [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 3f: [KSDE/NASP 5: School-Wide Practices to Promote Learning] School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- Competency 3g: [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 3h: [KSDE/NASP 7: Family, School, and Community Collaboration] School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Assessment

- Competency 4a: [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: [KSDE/NASP 1: Data-Based Decision Making] School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- Competency 4c: [Technology] Students can access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
- Competency 4d: (Doctoral Competency only) Doctoral students acquire supervisory skills by providing supervision to less advanced graduate students.

Prevention & Intervention

- Competency 5a: [Prevention] Students can provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of children.
- Competency 5b: [KSDE/NASP 6] Services to Promote Safe and Supportive Schools - School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- Competency 5c: [KSDE/NASP 3: Academic Interventions and Instructional Supports] School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- Competency 5d: [KSDE/NASP 4: Mental and Behavioral Health Services and Interventions] School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Ethics

- Competency 6a: 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: 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: History of Psychology, Professional Development, and Ethics] Students are able to apply ethical and legal standards to actual situations.
- Competency 6d: [KSDE/NASP 10] - Legal, Ethical, and Professional Practice School psychologists have 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 school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Diversity

- Competency 7a: 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: [KSDE/NASP 8] Equitable Practices for Diverse Student Populations - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

KSDE and NASP Standards and Domains

By the completion of the Ed.S. program in school psychology students will be expected to demonstrate the following general competencies. These competencies are below:

1. **Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
2. **Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
3. **Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.
4. **Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
5. **School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
6. **Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
7. **Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They

facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. ***Equitable Practices for Diverse Student Populations.*** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
9. ***Research and Evidence-Based Practice.*** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
10. ***Legal, Ethical, and Professional Practice.*** School psychologists have 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 school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.
11. ***[KSDE] Completion of Internship.*** The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

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 60 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 sequence² can be seen in [Appendix F](#).

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 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: School Psychologist*. The Praxis Series™ Assessments provide tests and other 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 take the Praxis: School Psychologist assessment 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 spring of 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: School Psychologist.

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

² 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

Research Requirements

Students in the Ed.S. 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 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 for the specialist project 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 research advisor determines the form of the final product. It is up to the research advisor to determine whether the research project meets an acceptable standard for completion.

Students should begin their specialist research in 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 Research Protection Program (HRPP) must first approve research that involves human subjects. Application forms for HRPP 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 the following website: <https://research.ku.edu/about>.

Recommendation for School Psychology Licensure/Certification

Upon completion of the Ed.S. degree requirements, including the specialist research project and final exam (Praxis), 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 is recommended for full licensure/certification at the PK-12 level. Students are responsible for contacting the Licensure Officer for the School of Education and Human Sciences at the following website: <https://soehs.ku.edu/student-life/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, Program Aim, and Program Competencies

As specified in the [Introduction and Philosophy](#), the School Psychology Program at KU 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 derives from a scientist-practitioner training model that prepares students for work as health service psychologists, with a specialty in school psychology, who function either as field-based practitioners or as university faculty or researchers. The archival and public definition of the specialty of school psychology also informs our training model and curriculum <https://apadivision16.org/archival-definition-of-the-specialty-of-school-psychology/>.

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 successfully integrate empirical evidence with practice. Practice is informed by evidence, and the evidence is informed by practice. Our students are well grounded in the theoretical bases of human behavior, in applied clinical skills, in research methods, in human diversity, including understanding diversity in development and learning, in the practice of health service psychology and in the specialty practice of school psychology. Training is sequential, cumulative, and graded in complexity. The overarching aim of the program and required knowledge and competencies are described below.

Program Aim

Using a scientist-practitioner training model, the Ph.D. program in school psychology at the University of Kansas aims to develop life-long learners who are competent, ethical, culturally sensitive, and are prepared to work in the field of health service psychology with a specialty in school psychology as field-based practitioners, university faculty, or researchers.

To fulfill our aim, and to remain in compliance with the APA Standards of Accreditation, students must demonstrate *discipline-specific knowledge* (History and Systems of Psychology; Psychological Foundations in Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior; Research Methods, Statistical Analysis, and Psychometrics). This foundational and core knowledge of psychology is needed to attain the *profession-wide competencies* (Research; Ethical and Legal Standards; Individual & Cultural Diversity; Professional Values, Attitudes, & Behaviors; Communication & Interpersonal Skills; Assessment, Prevention & Intervention; Supervision; and Consultation, Collaboration, & Interprofessional/ Interdisciplinary Skills). Knowledge and skill in research, professional ethics and legal standards, individual and cultural diversity, communication and interpersonal skills, and professional values and attitudes are more foundational because they permeate all areas of science and practice, which include assessment, prevention & intervention, supervision, and consultation, collaboration, & interprofessional/ interdisciplinary skills. Nevertheless, all of the competencies influence each other as science and practice also mutually influence each other. Science informs practice and practice informs science. We rely on the most current evidence-base when training our students in the practice areas.

As school psychologists with training consistent with health service psychology, our graduates are consumers and distributors of research, contributors to the research knowledge base, and empirical evaluators. Our program strives to produce graduates who can work in academic or research capacities and in settings in which they apply psychological science to practice. To accomplish the overarching aim of the program, students are expected to acquire the requisite discipline-specific knowledge and to achieve and demonstrate competence in the profession-wide competencies prior to graduation. Discipline-specific knowledge and profession-wide competencies are described in more detail below.

Discipline-Specific Knowledge

Discipline-specific knowledge is the core knowledge required to attain profession-wide competencies. The areas of discipline-specific knowledge include:

History and Systems of Psychology.

- Students acquire knowledge about the history of psychology, including the origins and development of major ideas in the discipline of psychology

Basic Content Areas in Scientific Psychology.

- Students acquire knowledge about multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior
- Students acquire knowledge about theory and research in relation to the cognitive aspects of behavior, including learning, memory, thought- processes, and decision-making
- Students acquire knowledge about theory and research in relation to the affective aspects of behavior, including affect, mood, and emotion
- Students acquire knowledge about theory and research in relation to the social aspects of behavior, such as group processes, attributions, discrimination, and attitudes
- Students acquire knowledge about developmental aspects of behavior transitions, growth, and development across an individual's life

Advanced Integrative Knowledge in Scientific Psychology

- Students demonstrate advanced integrative knowledge across at least two of the foundational areas of knowledge (i.e., biological, cognitive, affective, social, and developmental)

Research Methods, Statistical Analysis, and Psychometrics

- Students acquire knowledge of research methods
- Students acquire knowledge about statistical analysis
- Students acquire knowledge about psychometrics

Profession-Wide Competencies

Profession-wide competencies are required for all students who graduate from programs in health service psychology. The program's nine general competencies are derived from profession-wide competencies that are expected components of all health service psychology training programs. They subsume the current Kansas State Department of Education (KSDE) standards and the National Association of School Psychologists (NASP) listed in the School Psychology Handbook (see [KSDE and NASP Standards and Domains](#)), as well more specific competencies (56 in total). Below, the standards are renumbered to match their respective competency or competencies.

Students are expected to demonstrate these competencies in increasingly complex situations with a greater degree of independence as they progress across levels of training within our program.

Research. Students demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

- Competency 1a: [Research] - Students have knowledge of measurement principles and psychometric standards.
- Competency 1b: [Research] - Students have knowledge of research design, measurement, and statistics in sufficient depth to evaluate research.
- Competency 1c: [Research] - Students have knowledge of basic principles of research design.
- Competency 1d: [Research] - Students can provide information about relevant research findings to school personnel, parents, and the public.
- Competency 1e: [Research] - Students can translate research into practice.
- Competency 1f: Students conduct research or other scholarly activities.
- Competency 1g: [KSDE/NASP 9: Research and Evidence-Based Practice]: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, 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 1h: - Students critically evaluate and conduct and disseminate research at a national conference and/or in a peer-reviewed publication.
- Competency 1i: Students demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Ethical & Legal Standards. Students identify and respond appropriately to professional, legal, and ethical issues that may arise in their roles as health service psychologists.

- Competency 2a: [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 2b: [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 2c: [History of Psychology, Professional Development, and Ethics] - Students are able to apply ethical and legal standards to actual situations.
- Competency 2d: [KSDE/NASP 10] - Legal, Ethical, and Professional Practice - School psychologists have 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 school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional

work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

- Competency 2e: Students conduct themselves in an ethical manner in all professional situations.
- Competency 2f: [Technology] - Students access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Individual & Cultural Diversity. Students demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population.

- Competency 3a: [Diversity] - Students demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected based on individual characteristics, strengths, and needs.
- Competency 3b: [KSDE/NASP 8] - Equitable Practices for Diverse Student Populations - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
- Competency 3c: Students have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Competency 3d: Students have knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision, consultation, and service.
- Competency 3e: Students have the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively in the areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Professional Values, Attitudes, & Behaviors. Students demonstrate professional values and attitudes consistent with expectations for health service psychologists.

- Competency 4a: Students actively seek and demonstrate openness and responsiveness to feedback and supervision.

- Competency 4b: Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness
- Competency 4c: Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Competency 4d: Students behave in ways that reflect the values and attitudes of psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Communication & Interpersonal Skills. Students demonstrate effective professional communication and interpersonal skills.

- Competency 5a: [Families/Community] - Students work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- Competency 5b: Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; and demonstrate a thorough grasp of professional language and concepts
- Competency 5c: Students demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Competency 5d: Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Assessment. Students demonstrate competence in evidence-based assessment.

- Competency 6a: KSDE Standard #1 [Psychoeducational Assessment] - Students use 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 can evaluate outcomes of services.
- Competency 6b: [KSDE/NASP 1: Data-Based Decision Making] - School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- Competency 6c: Students demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Competency 6d: Students demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Competency 6e: Students demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Competency 6f: Students select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

- Competency 6g: Students interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Competency 6h: Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Prevention & Intervention. Students demonstrate competence in developing, conducting, and evaluating evidence-based prevention practices and interventions.

- Competency 7a: KSDE Standard #7: Students can provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of children.
- Competency 7b: [KSDE/NASP 6] - Services to Promote Safe and Supportive Schools - School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- Competency 7c: [KSDE/NASP 3: Academic Interventions and Instructional Supports] - School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. .
- Competency 7d: [KSDE/NASP 4: Mental and Behavioral Health Services and Interventions] - School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- Competency 7e: Students establish and maintain effective relationships with the recipients of psychological services.
- Competency 7f: Students develop evidence-based intervention plans specific to the service delivery goals.
- Competency 7g: Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Competency 7h: Students demonstrate the ability to apply the relevant research literature to clinical decision making.
- Competency 7i: Students modify and adapt evidence- based approaches effectively when a clear evidence- base is lacking.
- Competency 7j: Students evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision. Students demonstrate that they knowledgeable about methods and models of supervision.

- Competency 8a: Students demonstrate knowledge of supervision models and practices.

- Competency 8b: Doctoral students acquire supervisory skills by providing supervision to less advanced graduate students.

Consultation, Collaboration & Interprofessional /Interdisciplinary Skills. Students demonstrate competence in the intentional collaboration with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities

- Competency 9a: [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 9b: [KSDE/NASP 2: Consultation and Collaboration] School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
- Competency 9c: [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 9d: [Collaboration for Behavioral, Social, Emotional Intervention] - Students, in collaboration with others, 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 9e: [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 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 9f: [KSDE/NASP 5: School-Wide Practices to Promote Learning] School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- Competency 9g: [KSDE/NASP 7: Family, School, and Community Collaboration] - School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.
- Competency 9h: Students demonstrate knowledge and respect for the roles and perspectives of other professions.

Study in the KU School Psychology Ph.D. Program leads to an increase in theoretical background and research skills. The Ph.D. program features a foundational background in professional psychology and in-depth research skills. It is assumed that while in residence, the student will participate with faculty in appropriate research endeavors. This may occur through 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 Ph.D. program. Some students who were admitted and pursue 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 one-year doctoral 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/Council for the Accreditation of Educator Preparation (NCATE/CAEP), and the Kansas State Department of Education (KSDE).

Minimum Thresholds for Achievement of Competencies

Multiple methods are used to assess student competence including student grades and cumulative GPA, ratings on annual review forms of student performance, completion of competencies on the practicum competency and contract form, ratings on field placement evaluation forms for practicum, Ed.S. internship, and Ph.D. internship, successful completion of comprehensive exam, acceptance of dissertation and successful completion of final oral exam (i.e., dissertation defense), fulfillment of the research skills requirement, and informal means.

Minimum thresholds for achievement of competence are listed below:

- Earn a B (this does not include a B minus) or better grade in courses (see [Continuation and Progress in the School Psychology Program](#)). Further, accrue no more than two (2) Cs or lower in the graduate program. This includes EPSY courses and courses taken in other departments (see Dismissal Policy, [Appendix B](#)).
- Maintain a cumulative GPA of 3.0 or better (see Dismissal Policy, [Appendix B](#)).
- Earn a grade of satisfactory in a course graded as satisfactory/unsatisfactory.
- On the Annual Reviews of Student Performance, students must earn a rating of 1 or higher on all competencies prior to supervised field-based experiences (i.e., after year one), earn a rating of 2 or higher on all competencies prior to internship (i.e., internship-ready), and earn a rating of 3 or higher on all competencies prior to graduation (i.e., entry-level practice ready). A rating of 0 on any of the competencies indicates basic skills needed for a supervised experience have not been demonstrated.
- Complete 90% of the competencies/assignments on the Practicum Competency and Contract form.
- Earn a rating of 2 or higher (i.e., internship ready) 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: School Psychologist* 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 (i.e., entry-level practice ready) 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 for the Ph.D. internship (i.e., entry-level practice ready) 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.

Students who do not meet the expected thresholds will develop a remediation plan with the School Psychology Program Committee.

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 and other school psychology faculty. 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 G](#).³ The doctoral program requirements are found in [Appendix H](#). 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).

Doctoral Program Requirements

The following represent specific requirements of the doctoral program that are completed while the student is in the program.

Residency Requirement

The doctoral program is a five-year program, including four years of study and a one-year internship. For students entering the program with relevant prior graduate work, at least two years of graduate work must be completed in the Ph.D. program at KU, prior to internship, regardless of the graduate work that has been completed previously. SOEHS Residency 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: <https://policy.ku.edu/graduate-studies/fulltime-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 <https://catalog.ku.edu/graduate-studies/>.

³ 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 that must be met successfully.

Supervision Experience

Supervision is an essential component of graduate training. Students will receive close supervision from faculty and field supervisors. Students will learn about models and techniques of supervision during the program. Typically, during the third year of the program doctoral students will provide supervision to students who are in their first or second year of the program. This can be completed through a variety of experiences, such as working with students who are learning clinical interviewing and consultation skills. Doctoral students will work with their advisor and appropriate faculty to determine what type of supervision experience will be most appropriate for them depending on their career goals and interests.

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 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 <https://policy.ku.edu/graduate-studies/research-skills-responsible-scholarship>.

SPSY Doctoral Seminar

The School Psychology program holds a monthly meeting with doctoral students to discuss specific aspects of the doctoral program. These seminars are held to help clarify and discuss requirements such as the research skills requirement, supervision experiences, advanced field experiences, written comprehensive exams, oral comprehensive exams, dissertation proposal/defense, and applying for doctoral internships. Additionally, meetings may include opportunities for students to talk about cases or research they are currently completing. The seminar allows doctoral students who are in different years of the program to discuss these specific requirements with faculty and other students, and it provides an opportunity for students across cohorts to socialize. In-person attendance is recommended, but virtual options will be available when students are unable to attend in person.

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

Research Practica and Specialist Research

Incoming students in the doctoral program in school psychology are required to complete two semesters of research practica and two semesters of specialist research during the first three years in the doctoral program. The purpose of the research practica 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.

Research Practica and Specialist Research Doctoral students are required to produce three written products while completing their research practica and specialist research. These products should cover the major areas of school psychology, including assessment, intervention, prevention, ethics, human diversity, and research/statistics/measurement. One product must be an empirical study that uses quantitative methods. The second product must be a case study (an evaluation, consultation case, or

counseling case) from a field placement. The last product may be a case study, 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. Doctoral students work on these products under the supervision and mentorship of one or more faculty members of the School Psychology Program Committee.

Doctoral students are required to enroll for two credits of *EPSY 901 Research Practicum* each semester (i.e., fall and spring) during the second year in the doctoral program or a total of four credits. In the third year of the doctoral program, the doctoral students enroll in *EPSY 947 Specialist Research* for a total of four credits. Enrollment in *EPSY 947 Specialist Research*, however, may be contingent on the successful completion of prior *EPSY 901 Research Practicum*.

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.

Research Skills Requirement

Doctoral students must demonstrate the development of skills through the dissemination of their work to the field. The research skills requirement requires the doctoral student to either:

1. Submit a proposal to a national conference (a poster or paper presentation), have it accepted, and present the poster or paper at the national conference
- or
2. 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 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 evaluates the products to determine whether they 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 determine by consensus whether the product passes or fails the written portion of the doctoral comprehensive exam.

Doctoral Comprehensive Exams

Doctoral comprehensive exams are a required part of the doctoral degree. They allow students to demonstrate that they have acquired the requisite knowledge in psychology generally, and in the specialty of school psychology. The doctoral comprehensive oral exam may be taken when the candidate has completed the major portion of coursework. Students must have completed the research skills requirement, responsible scholarship, EPSY 901 Research Practicum and EPSY 947 Specialist Research, and other requisite departmental requirements. Students must be enrolled in courses when they take the doctoral comprehensive oral exam, but during the semester when comprehensive exams

are taken no more than 6 hours of required coursework can be taken and the remaining courses cannot be research skill courses.

The doctoral comprehensive oral exam committee consists of at least four 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. To pass the exam, the student must receive a majority of assenting votes (e.g., three [3] of four [4] votes). At least one member, the Graduate Studies representative, must be from a department other than EPSY and meet the requirements for serving as the Graduate Studies representative. For more information, see the policy on Graduate Faculty appointments: <https://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 graduate affairs division of the college/school has approved the committee, 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.

Written Comprehensive Exams

The three products produced during enrollment in research practica and specialist research serve as the student's comprehensive written exams. The School Psychology Program Committee faculty supervisor grades the products. The supervisor consults with and updates the School Psychology Program Committee on the student's progress on each project. A grade of B or higher on a product indicates the student passes the respective portion of the comprehensive written exams. The products are reviewed by the student's Doctoral Comprehensive Examination Committee in preparation for the doctoral comprehensive oral exam. The student is expected to submit the products to the Doctoral Comprehensive Oral Examination Committee, at minimum, two weeks prior to the oral examination.

Oral Comprehensive Exams

The Oral Comprehensive Exam is the comprehensive exam required by KU. The two-hour doctoral comprehensive oral exam, at minimum, assesses five broad areas (examples following each section are not exhaustive):

1. **Assessment** (e.g., demonstrate knowledge of DSM-5-TR diagnoses and IDEA categories; demonstrate knowledge of appropriate approaches to assessment for different presenting concerns; interpretation of assessment results in context of specific individuals)
2. **Intervention/Prevention** (e.g., knowledge of developing and maintaining therapeutic relationships; demonstrate knowledge of intervention approaches for different concerns; demonstrate knowledge of evaluating effectiveness of interventions; demonstrate knowledge of models and approaches to prevention in schools; knowledge of multi-tiered systems of support)
3. **Ethics** (e.g., demonstrating knowledge of APA and NASP ethics, relevant legal standards, identifying ethical dilemmas and applying an ethical problem-solving model)
4. **Cultural and Individual Diversity** (e.g., understanding own personal/cultural history, current knowledge in addressing diversity, considering diversity in all areas of research and practice)

5. **Research Design, Statistics, and Measurement** (e.g., demonstrating ability to determine appropriate research designs, statistics, and measurement, demonstrate knowledge of strengths and weaknesses of different types of research designs, statistical approaches, and measurement techniques)

Successful completion of both the written and oral elements of the exam is required. See the policy for more details on the doctoral comprehensive oral exams, <https://policy.ku.edu/graduate-studies/doctoral-oral-exams>.

Doctoral Comprehensive Exam Time Constraints

Under normal circumstances, the doctoral candidacy period between passage of the comprehensive oral examination and the final dissertation defense must last no longer than 5 years. If a student took the comprehensive oral 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 are managed by the graduate affairs office of the school/college in which the student's program resides.

Post-Comprehensive Exam Enrollment Requirements

After passing the comprehensive oral examination, the student must be continuously enrolled until the degree is completed or until 18 post-comprehensive hours have been completed (whichever comes first). Summer enrollment is not required unless the student is completing the dissertation during the summer. The following demonstrates enrollment after comprehensive exams have been completed:

1. The student must enroll for at least 6 hours during the fall and spring semester until 18 post-comprehensive exam hours have been completed.
 - a. If a student is completing an internship (Ed.S. or Ph.D.) and working on their dissertation, they may enroll in 2 hours for internship and 4 hours for dissertation during the fall and spring.
 - b. If a student is not enrolled in any other courses/field experiences after completing oral comprehensive exams, they must enroll in 6 dissertation hours during the fall and spring.
2. Students who have completed their 18 post-comprehensive exam hours must enroll in at least 1 hour during the fall and spring (summer enrollment is not required until the student is defending their dissertation during the summer) until they are done.

Doctoral Internship

The doctoral internship is viewed as a culminating experience of the doctoral program. Doctoral internship requirements may be completed only after all coursework has been completed and the student has successfully passed the oral 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). The guidelines and contract materials for the doctoral internship can be seen in [Appendix E](#).

The expectation of the program is that students make a good faith effort to apply for internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process.

Internships that are associated with the APPIC process are required to meet specific criteria that help ensure interns have a range of appropriate training experiences in health service psychology (<https://www.appic.org/Internships/Internship-Application-AAPI-Portals/Internship-Membership-Criteria>). These experiences help ensure that students have the appropriate training and supervision experiences that will put them in a position to apply for post-doctoral positions and ultimately attain licensure as psychologists.

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 final oral exam committee (i.e. dissertation defense committee) must follow the same configuration as required for the doctoral comprehensive oral 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 (<https://policy.ku.edu/graduate-studies/doctoral-dissertation>). Students are encouraged to propose their dissertation by October 15th of the year preceding their internship year. Publication of the dissertation is not required for the degree, but is highly encouraged.

Final Oral Exam

The final oral exam (i.e., dissertation defense) is the culminating step that completes the dissertation process. The purpose of the final oral exam 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 Dissertation Committee, in final draft form, has accepted the completed dissertation, 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 has an electronic thesis/dissertation policy for submission (see <https://graduate.ku.edu/submitting>). Please note that 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 doctoral program is designed to be completed in five years. The School Psychology program recommends that doctoral students complete the program in at least six years. The School of Education and Human Sciences 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 and Human Sciences (<https://soehs.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 <https://catalog.ku.edu/>. Guidance on such matters as the comprehensive exam, dissertation committee, continuous enrollment following completion of the comprehensive exam, and final oral exam are included in this catalog.

Faculty and Student Support

The School Psychology Program Committee members associated with the program are Drs. 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*

Program	GRE Mean Scores		Undergraduate GPA
	Verbal	Quantitative	
Ed.S.	156	153	3.80
Ph.D.	156	154	3.69

**Averages of recent students*

Most students admitted to the school psychology program have a baccalaureate degree in psychology. We have admitted Ed.S. students from a number of institutions, including but not limited to Creighton 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.

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 Brigham Young University, Guangdong University of Foreign Studies, Hastings College, Iowa University, Minnesota State University, University of Adelaide, University of Cincinnati, University of Puget Sound, University of Utah, and Wichita State University.

Program Graduates

On average about 7 new students enroll in the Ed.S. program each year. 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 employed 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.

On average about 2-3 new doctoral students enroll each year. Current students in the doctoral program have come from the Midwest, as well as from greater geographic distances such as California, Ohio, New York, Texas, Utah, Washington, China, and Singapore. Most graduates of the doctoral program have assumed positions in public school systems, university settings, or medical centers/clinics.

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 [HERE](#).

School Psychology Program Committee Members

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

School psychology program faculty members are those designated for primary teaching, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision-making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is essential. The School Psychology Program at KU requires a minimum of three full-time equivalent faculty dedicated to the program. At least three members, including the training director, must have a doctorate with specialization in school psychology and must be actively engaged in the profession.

Patricia Lowe, Ph.D. (core faculty)

- 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, measurement and prevention.

Christopher Niileksela, Ph.D. (core faculty)

- Assistant Professor, School Psychology Program, Ph.D. School Psychology Program Coordinator
- 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. (affiliated faculty)

- 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. (core faculty)

- Associate Professor, Ed.S. School Psychology Program Coordinator
- 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 psychological assessment.

Erin R. Yosai, Ph.D. (core faculty)

- NCSP Associate Professor of Practice, OASIS Training Clinic Director
- Licensed Psychologist and Outcomes, Assessment Services, & Intervention Supports Training Clinic Director.
- Ph. D. in School Psychology from University of Montana; M.S. in Psychological Science from Montana State University
- Teaching interests include assessment, intervention, supervision, and positive psychology across systems.
- Research interests include brief wellness interventions at all ages and stages and post-secondary school psychology.

Department of Educational Psychology Faculty

Counseling Psychology Faculty

- **Kristen Bast Hensley**, Ph.D., University of Kansas, 2008. 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.
- **Brian Cole**, Ph.D., University of Nebraska- Lincoln, 2013. Assistant Professor: Research Interests: men and masculinities (e.g., paternal involvement, mental health, gender socialization, and help-seeking behaviors) and clinical applications of positive psychology (e.g., hope and well-being therapy, positive social media, and strength based-counseling).
- **Changming Duan**, Ph.D., University of Maryland, 1992. Director of Training and Professor. Research Interests: Cross-cultural understanding and multicultural perspectives that enhance the science and practice of counseling psychology.
- **Arpita Ghosh**, Ph.D., University of Wisconsin- Milwaukee, 2014. Assistant Professor: Her Career Development in Context Lab focuses on how context (e.g., race/ethnicity, gender) shapes the career decisions of underrepresented groups, including women, racial/ethnic minorities, and military veterans. She is particularly interested in how veterans make post-military transitions into higher education in addition to their academic and career development.

- **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.

Educational Psychology Faculty

- **David Hansen**, Ph.D., (Department Chair) 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.
- **Michael Orosco**, Ph.D., University of Colorado at Boulder. Associate Professor: Research Interests: Developing a theoretical model of learning disabilities for English Learners (ELs) that includes the sociocognitive mechanisms that moderate mathematical and reading performance. The research program includes designing interventions to facilitate sociocognitive processes related to mathematical and reading comprehension in ELs.
- **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.
- **Sean Joo**, Ph.D., University of South Florida in 2017. Assistant Professor. Research Interests: development and application of statistical methods with focuses on single-case experimental design, multilevel modeling, and item response theory.
- **Haiying Long**, Ph.D., Haiying Long, Ph. D., Indiana University. Professor. Research Interests: intersection of methodological issues in educational research and substantive issues in educational psychology and has focused on quantitative methodological issues, validation and rater effects issues, rater-mediated assessment, large-scale data analysis, project evaluation, creativity, motivation, achievement, and STEM education.
- **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.
- **Rafael Quintana**, Ph.D., University of Pittsburgh. Research Interests: skill development, educational inequality and methodology.

School Psychology Faculty

- **Patricia Lowe**, Ph.D., Texas A&M University, 2000. Professor. Research Interests: anxiety in children, adolescents and adults, behavioral and personality assessment, measurement and prevention.
- **Christopher Niileksela**, Ph.D., University of Kansas, 2012. Assistant Professor. Research interests include intelligence, learning disabilities, applied behavior analysis, and behavior economics.

- **Matthew Reynolds**, Ph.D., University of Texas at Austin, 2008. Associate Professor and Ed.S. Training Director. Research interests include psychometric structure and measurement of human cognitive abilities.
- **Erin R. Yosai**, Ph.D., NCSP, LP University of Montana, Missoula 2017. Associate Professor and Ph.D. Training Director. Director, OASIS Training Clinic

Student Resources

Financial Services

- Financial Aid & Scholarships: <https://financialaid.ku.edu/>
- Legal Services: <https://legalservices.ku.edu/>
- KU Endowment Loans: <https://kuendowment.org/home/resources/student-loans/>

Health Services

- Watkins Health Services: <https://studenthealth.ku.edu/>
- Counseling and Psychological Services: <https://caps.ku.edu/>
- KU Psychological Clinic: <https://psychclinic.ku.edu/>
- KU Child and Family Services Clinic: <https://kuclinic.ku.edu/>
- Schiefelbusch Speech-Language-Hearing Clinic: <https://splhclinic.ku.edu/>
- Emily Taylor Center for Women & Gender Equity: <https://emilytaylorcenter.ku.edu/> (services for pregnant and parenting students)
- Recreation Services: <https://recreation.ku.edu/>
- Hilltop Child Development Center: <https://hilltop.ku.edu/>

Academic Services

- KU Student Access Center: <https://access.ku.edu/>
- KU Applied English Center: <https://aec.ku.edu/>
- KU Academic Support Centers: <https://academicsupport.ku.edu/>
- KU Writing Center: <https://writing.ku.edu/>
- KU Registrar: <https://registrar.ku.edu/>
- KU Memorial Union: <https://union.ku.edu/>
- SOEHS Lelon R. Capps Learning Resource Center: <https://soehs.ku.edu/events-resources/technology-facilities>
- KU Center for Learning and Writing Support: <https://learningandwriting.ku.edu/>
- KU Center for Teaching Excellence: <https://cte.ku.edu/>
- KU Libraries: <https://lib.ku.edu/>
- KU Bookstores: <https://www.kubookstore.com/>
- KU Office of Multicultural Affairs: <https://oma.ku.edu/>
- KU IT Software and Services: <https://technology.ku.edu/catalog>
- Virtual Desktop: <https://technology.ku.edu/catalog/virtual-desktop>

Personal Issues

- International Support Services: <https://iss.ku.edu/>
- University Career Center: <https://career.ku.edu/>
- Employment at KU: <https://employment.ku.edu/>
- KU Student Affairs: <https://studentaffairs.ku.edu/student-resources>
- Office of Civil Rights and Title IX: <https://civilrights.ku.edu/>
- KU Office of Multicultural Affairs: <https://oma.ku.edu/>

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, Ph.D.

Training Director, Ed.S. School Psychology Program
Department of Educational Psychology
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1122 West Campus Road
University of Kansas
Lawrence, KS 66045
Phone: (785) 864-9712
Fax: (785) 864-3820
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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.

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, 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: Dismissal Policy

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 (see [Appendix I](#)).

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.

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 retake the course (and earn a B or better). 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. Note. A grade of B minus or lower does not meet the minimum level of threshold by the School Psychology 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).

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.

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.

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.

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.

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).

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 C](#)).

(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.
4. 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.
5. 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
6. (c) immediate dismissal of the student from the program. The student will be provided with prompt, written notices of the faculty's decision.
7. 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 C: 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
<https://policy.ku.edu/education/soe-grievance-procedure>.

School of Education University of Kansas, Lawrence
Grievance Procedures

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 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 officially will be at the subordinate unit level, and will be governed by Section 6 of the [University Senate 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 Rights, Responsibilities, and 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-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 formed the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and 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.

Appendix D: Practicum Guidelines and Information

Guidelines for the Practicum (EPSY 910) & Advanced Practicum (EPSY 911) in School Psychology

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 setting 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 Hours.

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 (225) clock hours of on-site** experience each semester, for a total of **four hundred and fifty (450) hours**, 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. 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 the Practicum in School Psychology](#). 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 within 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. Field supervisors must have a minimum of three (3) years post-internship experience as a school psychologist. 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)
- Olathe Public Schools (Olathe, Kansas)
- Blue Valley Public Schools (Overland Park, Kansas)
- Northeast Kansas Education Service Center (Lecompton, Kansas)
- Keystone Learning (Osawatomie, Kansas)

- DeSoto Public Schools (DeSoto, Kansas)
- Leavenworth County Special Education Cooperative (Lansing, Kansas)
- Lawrence Public Schools (Lawrence, Kansas)
- Topeka Public Schools (Topeka, Kansas)
- East Central Kansas Special Education Cooperative (Paola, Kansas)
- East Central Kansas Cooperative in Education (Baldwin City, Kansas)
- Auburn-Washburn Schools (Topeka, Kansas)
- Shawnee Heights (Topeka, Kansas)

Practicum in School Psychology Questionnaire

Name: _____
Date: _____
Address: _____
Phone: _____
Email address: _____

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 you would be interested in working as a practicum student. Please list these school districts **in order of preference**.

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.

Please bring this form to the practicum meeting!

Letter of Agreement for the Practicum in School Psychology

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

The attached *Guidelines for the Practicum (EPSY 910) & Advanced Practicum (EPSY 911) in School Psychology* provide the framework for the practicum placement. The *Competency and Contract Form* provides the goals and objectives for training placement.

We, the undersigned agree to provide the University of Kansas practicum student in school psychology learning experiences that will allow the student to complete at least 90% of the 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.

University Supervisor _____ Date _____

District Administrator _____ Date _____

Practicum Student _____ Date _____

Fall Supervisor _____ Date _____

Spring Supervisor
Date

University of Kansas
School of Education, Department of Educational Psychology

Practicum in School Psychology (EPSY 910)
Advanced Practicum in School Psychology (EPSY 911)

Practicum Competency and Contract Form

School Psychology Program
Practicum Competency and Contract Form

Student Name: _____ Field Supervisor Name (s): _____

District: _____ Schools: _____

University Supervisor(s): _____ 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 across students 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. Please contact the university supervisor if you have a question about competencies and whether an activity meets the requirements for the 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. Field supervisors must have a minimum of three (3) years post-internship experience as a school psychologist.

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

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

Student Signature: _____ University Supervisor Signature: _____

Field Supervisor Signature(s): _____

Signing off of competencies. In order to have a competency signed off by a field supervisor, the student must demonstrate a minimum level competence consistent with the rating of *Intermediate* for school psychology skills (see rating descriptions below). If the field supervisor does not feel that the student has yet attained an *Intermediate* level of competence in an area, the competency should not be signed off. Supervisors are welcome to comment on skills that appear to be developed beyond *Intermediate* and would like to point out exceptional performance in the field setting. Please reference the following descriptions to help determine if the student has met the *Intermediate* level of competence when signing off on competencies.

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 (1) 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.

Competency Categories: The competencies/assignments are separated into six general categories that are consistent with school psychology practice. 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.
Includes elements of APA Profession-Wide Competencies: (vi.) Assessment & (v.) Communications and Interpersonal Skills
- 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.
Includes elements of APA Profession-Wide Competencies: (vi.) Assessment & (ix.) Consultation and interpersonal/interdisciplinary skills
- 3.0 **Consultation** refers to the ability to demonstrate interpersonal skills in effective consultations with parents, teachers, and other support personnel.
Includes elements of APA Profession-Wide Competencies of (ix.) Consultation and interpersonal/interdisciplinary skills, (v.) Communications and interpersonal skills, & (vi.) Assessment
- 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.
Includes elements of APA Profession-Wide Competencies: (vi.) Assessment, (vii.) Intervention, (ix.) Consultation interpersonal/interdisciplinary skills, & (v.) Communications and interpersonal skills
- 5.0 **Administration & Professional Practice** 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.
Includes elements of APA Profession-Wide Competencies: (ii.) Ethical and Legal Standards, (ix.) Consultation interpersonal/interdisciplinary skills, & (v.) Communications and interpersonal skills, & (iv) Professional values, attitudes, and behaviors
- 6.0 **Individual Differences** refers to the ability to work effectively with children from different ethnic backgrounds, disabilities, and age levels and their parents.
Includes elements of APA Profession-Wide Competencies: (iii.) Individual and cultural diversity

1.0 FORMAL ASSESSMENT

Intelligence Assessment

- 1.1 Administer four (4) intelligence tests using at least two (2) different current, standardized measures (WISC, WJ, DAS)

1.1a Test name & case initials:

1.1b Test name & case initials:

1.1c Test name & case initials:

1.1d Test name & case initials:

Date: Initials:

Date: Initials:

Date: Initials:

Date: Initials:

Academic Assessment

- 1.2 Administer, score, and interpret at least two (2) tests of general academic achievement (WJ, KTEA, WIAT)

1.2a Test name & case initials:

1.2b Test name & case initials:

Date: Initials:

Date: Initials:

- 1.3 Administer, score, and interpret at least one (1) standardized reading test (GORT-5, FAR, *not* TOWRE-2)

Test name & case initials:

Date: Initials:

- 1.4 Administer, score, and interpret at least one (1) standardized mathematics achievement test (KeyMath3, FAM, CMAT)

Test name & case initials:

Date: Initials:

- 1.5 Administer, score, and interpret at least one (1) oral language test (OWLS, Oral Language subtests from Ach. test)

Test name & case initials:

Date: Initials:

Behavioral Assessment

- 1.6 Administer, score, and interpret comprehensive behavior rating scales for two (2) evaluations (ASEBA, BASC-3)

1.6a Teacher Form of rating scale used & case initials:

1.6b Teacher Form of rating scale used & case initials:

1.6c Parent Form of rating scale used & case initials:

1.6d Parent Form of rating scale used & case initials:

1.6e Student Form of rating scale used & case initials:

1.6f Student Form of rating scale used & case initials:

Date: Initials:

Date: Initials:

Date: Initials:

Date: Initials:

Date: Initials:

Date: Initials:

- 1.7 Administer, score, and interpret at least two (2) personality or social-emotional instruments (BYI, BDI, RCMAS, etc.)

1.7a Measure name & case initials:

1.7b Measure name & case initials:

Date: Initials:

Date: Initials:

- 1.8 Administer, score, and interpret at least two (2) strengths-based measures (SSIS, SMALSI)

1.8a Measure name & case initials:

1.8b Measure name & case initials:

Date: Initials:

Date: Initials:

Other Assessment Techniques

- 1.9 Administer, score, and interpret at least one (1) adaptive behavior measure (Vineland-3, ABAS-3)

Measure name & case initials:

Date: Initials:

- 1.10 Administer, score, and interpret at least one (1) assessment of visual-perceptual skills (VMI)

Measure name & case initials:

Date: Initials:

Assessment Process

- 1.11 Select from appropriate formal or informal assessment instruments to answer a referral question.

Evaluation planned by student (use initials of student and date):

Date: Initials:

- 1.12 Complete four (4) written psychological reports

1.12a Report 1 case initials:

1.12b Report 2 case initials:

1.12c Report 3 case initials:

Date: Initials:

Date: Initials:

Date: Initials:

- 1.12d *Report 4 case initials:*
- 1.13 Present results at least two (2) psychological evaluations in a conference, eligibility staffing, or parent/teacher conference
- 1.13a *Meeting type & case initials:*
- 1.13b *Meeting type & case initials:*

Date:	Initials:
Date:	Initials:
Date:	Initials:

TOTALS: _____/28 Competencies

2.0 INFORMAL ASSESSMENT

Curriculum-Based Assessment

- 2.1 Administer, score, and interpret at least one (1) criterion-referenced test (informal reading inventory, DIBELS)

Measure used & case initials:

Date: _____ Initials: _____

- 2.2 Administer, score, and interpret at least one (1) curriculum-based assessment for a student (reading, writing, or math)

Measure used & case initials:

Date: _____ Initials: _____

Projective Assessment

- 2.3 Administer and interpret at least one (1) projective instrument (incomplete sentences, Kinetic Family, House Tree Person).

Measure used & case initials:

Date: _____ Initials: _____

Interviewing

- 2.4 Conduct at least two (2) clinical interviews with a parent as part of evaluation, counseling, or consultation

2.4a *Case 1 initials:*

Date: _____ Initials: _____

2.4b *Case 2 initials:*

Date: _____ Initials: _____

- 2.5 Conduct at least one (1) clinical interviews with a student as part of evaluation, counseling, or consultation

2.5a *Case 1 initials:*

Date: _____ Initials: _____

Observation

- 2.6 Collect and evaluate permanent products from at least three (3) students as part of an evaluation or consultation

2.6a *Case 1 initials:*

Date: _____ Initials: _____

2.6b *Case 2 initials:*

Date: _____ Initials: _____

2.6c *Case 3 initials:*

Date: _____ Initials: _____

- 2.7 Complete at least one (1) assessment of the academic environment using formal or informal tools (TIES, FAAE)

Measure used & case initials:

Date: _____ Initials: _____

- 2.8 Conduct at least three (3) systematic observations of students using appropriate behavioral observation techniques. Observation procedures should include a definition of the behavior, data collection procedures, rationale for the procedures, and a write up of the observation

2.8a *Observation 1 procedures & case initials:*

Date: _____ Initials: _____

2.8b *Observation 2 procedures & case initials:*

Date: _____ Initials: _____

2.8c *Observation 3 procedures & case initials:*

Date: _____ Initials: _____

- 2.9 Conduct at least two (2) functional behavior assessments using informal (interview) & formal (observational) techniques.

2.8a *FBA 1 initials:*

Date: _____ Initials: _____

2.8b *FBA 2 initials:*

Date: _____ Initials: _____

Record Reviews

- 2.10 Obtain relevant information from at least two (2) child's educational folder at his/her school.

2.10a *Case 1 initials:*

Date: _____ Initials: _____

2.10b *Case 2 initials:*

Date: _____ Initials: _____

- 2.11 Obtain information from current psychological evaluations and/or reports from other professionals, such as speech-language pathologists, teachers, counselors, physicians, or psychologists. Integrate this information into at least two (2) psychological reports.

2.11a *Report 1 initials:*

Date: _____ Initials: _____

2.11b *Report 2 initials:*

Date: _____ Initials: _____

TOTALS: _____/19 Competencies

3.0 CONSULTATION

Entry

- 3.1 Prepare and deliver an introduction of yourself and the services (including consultation) that you will be providing.

Type of introduction completed:

Consultation and interprofessional/interdisciplinary skills

Complete at least three (3) group or individual consultations involving the teacher, parent, or other support personnel. These consultations should use the Ecobehavioral Consultation (EBC) process as much as possible. This process is consistent with the general problem-solving process many school psychologists use. If you are doing this as part of a student assistance team or student improvement team process, you should be the person leading the team through the process. If the district uses different forms from the EBC process, work to incorporate other necessary questions from the EBC process into the district's forms.

- 3.2 Complete Phase 1 of the consultation process (e.g., interview with teacher(s) to gather information, develop hypotheses)

3.2a *Case 1 initials:*

3.2b *Case 2 initials:*

3.2c *Case 3 initials:*

- 3.3 Complete Phase 2 of the consultation process (e.g., gathering baseline/diagnostic data on the case)

3.3a *Case 1 initials:*

3.3b *Case 2 initials:*

3.3c *Case 3 initials:*

- 3.4 Complete Phase 3 of the consultation process (e.g., review baseline/diagnostic data with teacher, develop hypotheses, develop and implement intervention based on hypotheses)

3.4a *Case 1 initials:*

3.4b *Case 2 initials:*

3.4c *Case 3 initials:*

- 3.5 Complete Phase 4 of the consultation process (review intervention data with teacher, determine effectiveness of intervention, plan for next steps)

3.5a *Case 1 initials:*

3.5b *Case 2 initials:*

3.5c *Case 3 initials:*

- 3.6 Develop form and collect data on intervention implementation (fidelity of implementation) for at least one (1) case.

Case initials:

- 3.7 Collect data evaluating the effectiveness of the consultation you completed for at least one (1) case.

Case initials:

Systems Consultation

- 3.8 Consult or assist in a systems consultation for a whole class, school or district initiative.

Activity completed:

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

Date: _____ Initials: _____

TOTALS: _____/16 Competencies

4.0 INTERVENTION

Intervention Skills

- | | | | |
|-----|---|-------------|-----------------|
| 4.1 | Integrate assessment results in both oral (staffings, conferences) and written forms (psychological reports, etc.).
<i>Case initials:</i> | Date: _____ | Initials: _____ |
| 4.2 | Design and assist a teacher in the implementation of at least one (1) behavioral intervention.
<i>Case initials:</i> | Date: _____ | Initials: _____ |
| 4.3 | Collaborate in the development of at least one (1) academic intervention (e.g., consultation, student assistance team, IEP).
<i>Case initials:</i> | Date: _____ | Initials: _____ |
| 4.4 | Assist a teacher in designing and implementing recommendations for educational remediation for at least one (1) student. Recommendations may consist of providing curriculum materials or demonstrating changes in teaching methodology.
<i>Case initials:</i> | Date: _____ | Initials: _____ |
| 4.5 | Review a commercially prepared test that is new to you (using <i>Tests in Print</i> , <i>Buros Mental Measurements Yearbook</i> , test manual, and available research). Submit your written review (2-3 pages) to your field and university supervisors.
<i>Test reviewed:</i> | Date: _____ | Initials: _____ |
| 4.6 | Develop and Use Goal Attainment Scale, Visual Analogue Scale, or other method to evaluate behavior change with one (1) student
<i>Method used & case initials:</i> | Date: _____ | Initials: _____ |
| 4.7 | Work with at least one (1) student in the implementation of self-monitoring procedures as a reactive intervention.
<i>Case initials:</i> | Date: _____ | Initials: _____ |

Counseling Skills

- | | | | |
|---|--|-------------|-----------------|
| Plan and implement individual counseling programs with at two (2) students, or one (1) student and one (1) group. | | | |
| 4.8 | Create a consent form that addresses extent of services, limits of confidentiality, and states that sessions will be recorded | Date: _____ | Initials: _____ |
| 4.8a | <i>Case 1 initials:</i> | Date: _____ | Initials: _____ |
| 4.8b | <i>Case 2 initials:</i> | Date: _____ | Initials: _____ |
| 4.9 | Develop an overall treatment plan for the student focusing on a specific theoretical orientation. | Date: _____ | Initials: _____ |
| 4.9a | <i>Case 1 initials:</i> | Date: _____ | Initials: _____ |
| 4.9b | <i>Case 2 initials:</i> | Date: _____ | Initials: _____ |
| 4.10 | Outline individual counseling sessions focusing on activities that address the student's needs and are in line with the specific theoretical orientation | Date: _____ | Initials: _____ |
| 4.10a | <i>Case 1 initials:</i> | Date: _____ | Initials: _____ |
| 4.10b | <i>Case 2 initials:</i> | Date: _____ | Initials: _____ |
| 4.11 | Design and implement a method for evaluating counseling effectiveness. Evaluation should include treatment effect sizes. | Date: _____ | Initials: _____ |
| 4.11a | <i>Case 1 initials:</i> | Date: _____ | Initials: _____ |
| 4.11b | <i>Case 2 initials:</i> | Date: _____ | Initials: _____ |
| 4.12 | Plan and implement at least one (1) group counseling program
<i>Group completed:</i> | Date: _____ | Initials: _____ |

TOTALS: _____/16 Competencies

5.0 ADMINISTRATION & PROFESSIONAL PRACTICE

Collaboration with other professionals

- 5.1 Collaborate in the process of making appropriate cross-referrals to other professionals (e.g., SLP, OT, PT) in the school system for at least one (1) case.

Case initials and referral made:

Date: _____ Initials: _____

- 5.2 Collaborate in the process of making appropriate cross-referrals to other professionals in the community who work with children with special needs for at least one (1) case.

Case initials and referral made:

Date: _____ Initials: _____

- 5.3 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.

Examples:

Date: _____ Initials: _____

Knowledge and application of legal procedures regarding multidisciplinary assessment:

- 5.4 Initial Evaluations

Examples:

Date: _____ Initials: _____

- 5.5 Reevaluations

Examples:

Date: _____ Initials: _____

- 5.6 Nonbiased Assessment

Examples:

Date: _____ Initials: _____

- 5.7 Least Restrictive Environment

Examples:

Date: _____ Initials: _____

- 5.8 IEPs (Notice of Meeting, PWNs, Present Levels, Goals and Services)

Examples:

Date: _____ Initials: _____

- 5.9 FERPA

Examples:

Date: _____ Initials: _____

Professional values, attitudes, and behaviors & Ethical and legal standards

- 5.10 Learn about and discuss with your supervisor the school's or district's crisis response/intervention plan.

Discussion info:

Date: _____ Initials: _____

- 5.11 Demonstrate effective time management and organizational skills

Examples:

Date: _____ Initials: _____

- 5.12 Demonstrate and engage in responsive, ethical, and professional decision making by adhering to NASP and APA ethical principles

Examples:

Date: _____ Initials: _____

- 5.13 Complete a self-assessment of professional skills to identify areas of strength and areas in need of improvement

Assessment used:

Date: _____ Initials: _____

- 5.14 Develop a professional development plan for yourself. Turn this in to your field and university supervisor

Plan focus:

Date: _____ Initials: _____

TOTALS: _____/14 Competencies

6.0 INDIVIDUAL DIFFERENCES

Individual and cultural diversity

- 6.1 Psychologically evaluate, consult, or otherwise intervene on behalf of a child with intellectual/cognitive disabilities.
Case initials:
- 6.2 Psychologically evaluate, consult, or otherwise intervene on behalf of a child with a learning disability.
Case initials:
- 6.3 Psychologically evaluate, consult, or otherwise intervene on behalf of a child with a behavioral or emotional disorder.
Case initials:
- 6.4 Psychologically evaluate, consult, or otherwise intervene on behalf of a child with multiple disabilities.
Case initials:
- 6.5 Psychologically evaluate, consult, or otherwise intervene on behalf of a child with an autism spectrum disorder.
Case initials:
- 6.6 Psychologically evaluate, consult, or otherwise intervene on behalf of an infant, toddler, or preschooler.
Case initials:
- 6.7 Psychologically evaluate, consult, or otherwise intervene on behalf of students in Elementary Schools.
Site & semester:
- 6.8 Psychologically evaluate, consult, or otherwise intervene on behalf of students in Secondary Schools.
Site & semester:
- 6.9 Psychologically evaluate, consult, or otherwise intervene on behalf of two (2) children from diverse ethnic or racial backgrounds (e.g., a child who is African, African American, Hispanic/Latino/a, Asian, Native American, refugee, etc.).
Case 1 initials:
Case 2 initials:
- 6.10 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. This may be done through a real or simulated case.
Examples:
- 6.11 Demonstrate understanding of how your personal/cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself.
Examples:

Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:
Date:	Initials:

TOTALS: _____/12 Competencies

Competencies Summary

Formal Assessment:	_____	/28 =	_____	%
Informal Assessment:	_____	/19 =	_____	%
Consultation:	_____	/16 =	_____	%
Intervention:	_____	/16 =	_____	%
Administration & Professional Practice:	_____	/14 =	_____	%
Individual Differences:	_____	/12 =	_____	%

TOTAL COMPLETED: _____/105 = _____%

Must have at least 95/105 completed to attain minimum requirement of 90%

Appendix E: Council of Directors of School Psychology Programs (CDSPP)
Guidelines and Internship Agreements (ED.S)

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 _____.

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: _____

¹If 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.

²School 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).

2017 CDSPP Doctoral Internship Guidelines

Initial guidelines approved by the membership, May, 1998

Revision guidelines approved by the membership, November, 2012

Current guidelines approved by the membership, June, 2017

{Adopted and Modified by the KU School Psychology Program}

The doctoral internship is the culminating professional practice experience in doctoral-level health service psychology. The following includes guidelines that characterize high quality doctoral school psychology internship experiences, consistent with American Psychological Association (APA) Standards of Accreditation for Health Service Psychology (SoA)⁴ and the School Psychology Specialty.

Although these guidelines set forth basic quality standards, specific internship requirements for licensure and certification are established at the state level and do vary by state and jurisdiction. Therefore, graduate students **should consult relevant state licensure and certification requirements when considering the suitability of a particular internship.**

CDSPP is an organization of doctoral-level school psychology programs that is committed to training school psychologists as health service psychologists. CDSPP 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 must evaluate the quality of a school psychology doctoral internship, and for doctoral training programs that must make program development and internship approval decisions. These guidelines 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 SoA published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in school psychology that meets these guidelines will also be considered as meeting current Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology as developed 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 designed to provide an intern with a planned sequence of training experiences that will develop the intern's profession wide competencies in health service psychology and the specialty of school psychology.

The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program. Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and

⁴ The Standards of Accreditation for Health Service Psychology (SoA) were approved in 2015 and took effect in January 2017. The SoA and associated Implementing Regulations (IRs) are available from the American Psychological Association Office of Program Consultation and Accreditation (www.apa.org).

functioning), the internship consists of a range of activities promoting the development of the following profession-wide competencies⁵:

- research;
 - ethical and legal standards;
 - individual and cultural diversity;
 - professional values, attitudes, and behaviors;
 - communication and interpersonal skills;
 - assessment;
 - intervention;
 - supervision;
 - consultation and interprofessional/interdisciplinary skills.
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.⁶ 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 program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of interns' work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

Internship program due process procedures are made available to interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the internship program will notify the intern's doctoral program.

4. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based on direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies.

Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral

⁵ This listing identifies the profession-wide competencies required for all students who graduate from APA accredited programs in health service psychology. (SoA, 2015).

⁶ 3 These specific guidelines are consistent with requirements established by the National Register.

<https://www.nationalregister.org/apply/credentialing-requirements/>

programs and internship programs is of critical importance to the overall development of competent health service psychologists.

5. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.
6. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.
7. The internship program 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 program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs 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 formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.

8. The full-time internship includes **at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level**. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.⁷
9. In addition to the individual supervision (**as described in #8 above**), the intern spends **at least two additional hours per week in scheduled group or individual supervision conducted** by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service 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

⁷ Direct observation of the intern by the intern's primary supervisor is consistent with SoA Standard II.B.3.d. Additional information including relevant Implementing Regulations is available from the APA Office of Program Consultation and Accreditation (www.apa.org).

services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.

10. The internship program 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 at least a monthly basis.
11. 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.
12. The intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

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

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: _____

i At least 600 hours of the 1500 hours must be completed in a school setting 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.

“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).

If 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 or equivalent experience in school psychology,” as stated 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 **(start date)** through **(end date)**; 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 Intern should be involved in a number of diverse activities as part of the internship. These should include assessment, evidence-based intervention, consultation, program development and program evaluation, and research designed to meet the psychological, educational, and health needs of students. Interns should have experiences with prevention and development of system supports, and experiences documenting their effectiveness and positive impact on children, families, schools, and/or other consumers. Interns should work with students of all ages, ethnicities and socioeconomic levels with a variety of learning, behavioral and emotional needs. The internship should emphasize human diversity.

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

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 actively solicit from both the Internship Site and the Intern their respective written evaluations of progress of the Internship.
5. 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.
6. To furnish the Internship Site with information about the Program, as the Internship Site may require.
7. 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.

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 assure that all aspects of the Intern's work are conducted within the prevailing standards of practice.
3. 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.
4. To provide a minimum of two hours a week of regularly scheduled face-to-face individual supervision with the supervising psychologist(s).
5. 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.
6. To designate the trainee status of the Intern by the title "intern" or other designation of trainee status.
7. 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.
8. To provide the Intern with training opportunities to assist in increasing awareness, sensitivity, knowledge, skills, and practice about issues dealing with human diversity.
9. To provide the Intern with a sequence of experiences designed to enhance professional attitudes, responsibilities, communication skills, critical judgment, and technical skills.
10. To provide the Intern with supervision and professional development that will account for at least 10% (150 hours) of the Intern's time.
11. To provide the Intern with diversified learning experiences and opportunities to obtain professional competencies through appropriately supervised activities.
12. To work collaboratively with the Program faculty to provide formative and summative performance-based evaluation of the Intern's performance.
13. 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.
14. 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..

15. 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.

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 perform all internship functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP and APA.
3. To abide by all regulations and guidelines that applies to professional school psychologists working at the Internship Site.
4. 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.
5. 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.
6. To provide at least two written evaluations of the internship experience to the Program.
7. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.
8. To maintain a monthly internship log detailing the Intern's activities and filed with the Program's University Supervisor on a monthly basis.
9. To complete additional requirements (i.e., behavioral and academic cases studies, goals related to standards, reflection statements, attend internship seminar, and psychoeducational report) as listed in the Ed.S. Internship Syllabus distributed by the Program's University Supervisor.

Additional Goals and Objectives Related to Program Competencies Developed by Field-Based Internship Supervisor, Intern, and University Supervisor

(Please Attach Additional Sheets so there is one goal per KSDE and NASP standard)

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 E.1: Association of Psychology Postdoctoral and Internship Guidelines (APPIC) Internship Agreements (Ph.D. program)

SCHOOL PSYCHOLOGY PH.D. INTERNSHIP AGREEMENT

Ph.D. students are expected to put in a good faith effort to apply for the APPIC match for internship placement.

Introduction and General Information about the APPIC Match

(<https://www.appic.org/Internships/Match/About-The-APPIC-Match/Match-Overview>)

INTRODUCTION TO THE APPIC MATCH

The APPIC Match is an orderly process to help applicants obtain positions in doctoral internships of their choice, and to help internship programs obtain applicants of their choice. Please note that the APPIC Match is for doctoral internship positions only; information about postdoctoral positions may be found [here](#).

An introduction to the APPIC Match, including a discussion of how the Match works and how it benefits applicants and programs, can be found in these FAQs.

THE TWO-PHASE MATCH PROCESS

The 2023 APPIC Match will be conducted in two "phases," with each phase involving the submission of Rank Order Lists by programs and applicants to determine the placement of applicants into positions.

In Phase I of the Match, applicants and programs submit Rank Order Lists and a matching process will be carried out using those Rank Order Lists. The results of Phase I of the Match will then be distributed.

A second selection process will begin immediately upon the conclusion of Phase I of the Match, with the goal of placing applicants who did not obtain a position in Phase I into positions that remain available after Phase I. Programs with available positions, including positions left unfilled in Phase I, will offer those positions to applicants in Phase II of the Match. Applicants who registered for Phase I but did not obtain a position in Phase I will be eligible to participate in Phase II. Those applicants will use the AAPI ("APPIC Application for Psychology Internships") Centralized Application Service to submit applications to programs with available positions. Applicants and programs will submit new Rank Order Lists for Phase II of the Match. A second matching process will be carried out using those Rank Order Lists, and the results of Phase II of the Match will then be distributed.

APPIC also operates a "Post-Match Vacancy Service" that begins upon conclusion of Phase II and will allow programs to announce unfilled positions as well as newly-funded positions that become available into the Spring and Summer.

2023 MATCH ELIGIBILITY

IMPORTANT NOTE: The applicant eligibility information in this section applies to both phases of the 2023 APPIC Match. Please see the following section for eligibility information for the 2023 APPIC Post-Match Vacancy Service.

Students: A student is eligible to participate in the APPIC Match if he/she meets ALL of the following requirements:

1. Is matriculating through a doctoral program that is eligible to participate in the APPIC Match. Applicants who have already graduated from their doctoral programs are not eligible. An eligible doctoral program meets one of the following criteria:
 - i. The doctoral program is accredited by an eligible accrediting organization (as defined here). Regional or state accreditation or designation by any other entity is insufficient to meet this criterion.
 - ii. The doctoral program is not accredited but has been granted an initial accreditation site visit by an eligible accrediting organization.
 - iii. The doctoral program is a re-specialization program in which the underlying doctoral program is accredited by an eligible accrediting organization or in the process of gaining such accreditation, as outlined in the preceding two paragraphs.

In addition to meeting one of the criteria listed above, an eligible doctoral program must be an APPIC Doctoral Program Associate (DPA) which requires approval by APPIC and the payment of an annual fee.

A list of doctoral programs that are eligible for the Match and/or the Post-Match Vacancy Service (PMVS) can be found [here](#) (click on "Eligible Doctoral Programs"). Please note that this list includes doctoral programs that are eligible for participation in the APPIC Match and PMVS, along with doctoral programs that are eligible ONLY for the PMVS (as described in the following section). You should also note that there may be both eligible and ineligible doctoral programs at the same school or university.

While an applicant must be matriculating through an eligible doctoral program, there is NO requirement to be registered or paying tuition for any particular semester in order to be eligible to participate in the Match.

Students who attend Universities outside of the U.S. and Canada should consult the Intern Applicant Policy for participation requirements.

2. Has not been placed into a position by the APPIC Match and has not accepted or committed to any other internship position.
3. Has been authorized to participate by their doctoral program.

Applicants who meet all three of these requirements are eligible to participate in the APPIC Match.

Applicants who do not satisfy these requirements may not register for or participate in the APPIC Match.

Students who wish to consult about these requirements may contact the APPIC Match Coordinator, Dr. Greg Keilin, at gkeilin@mail.utexas.edu or (512) 410-0002.

Students who are seeking postdoctoral positions may not participate in the APPIC Match, as the Match is for placement into psychology internship positions only.

More information about these requirements may be found in the APPIC Policy on Doctoral Program Associates, the APPIC Intern Applicant Policy, and this FAQ.

Internship Programs: All APPIC-member internship programs are required to participate in the Match. Internship programs must be Full or Provisional members of APPIC in order to participate in the Match, and non-members are not eligible.

2023 POST-MATCH VACANCY SERVICE (PMVS) ELIGIBILITY

Applicants: Students who attend doctoral programs that do not meet the criteria described above are NOT eligible to participate in either Phase of the 2023 APPIC Match. However, some of these students will be allowed to participate in the 2023 PMVS as outlined below.

"PMVS-only" participation will be permitted in 2023 for students from doctoral programs that meet the criteria outlined in paragraphs 1a-1c of APPIC's Policy on Doctoral Program Associates and are approved by APPIC. Doctoral programs approved by APPIC under these criteria will not be accepted as a "Doctoral Program Associate" (DPA); however, students from these programs will be eligible to participate in the 2023 PMVS (but not the Match). PLEASE NOTE that "PMVS-only" participation by these students is for the 2023 PMVS only and may not be extended to future years.

A list of doctoral programs that are eligible for the Match and/or the PMVS can be found here (click on "Eligible Doctoral Programs"). Please note that this list includes doctoral programs that are eligible for participation in the APPIC Match and PMVS, along with doctoral programs that are eligible ONLY for the PMVS. You should also note that there may be both eligible and ineligible doctoral programs at the same school or university.

Students who are not eligible for the APPIC Match or PMVS may not apply to or attend APPIC-member internship programs.

Internship Programs: Any APPIC-member internship program that has not filled its positions in the Match, or has new positions that become available after the Match, is welcome to use the PMVS. Internship programs must be Full or Provisional members of APPIC in order to participate in the PMVS, and non-members are not eligible.

MATCH REGISTRATION

Registration for the APPIC Match typically begins by the end of July.

Applicants: Internship applicants register for the APPIC Match via an online registration process. Registration procedures are provided on the National Matching Services (NMS) web site.

Internship Programs: Internship programs register for the APPIC Match via an online registration process. Internship programs that are APPIC Members will be sent an e-mail by early August with registration information and instructions.

MATCH POLICIES

The APPIC Match Policies govern the behavior of applicants and programs that participate in the APPIC Match and Post-Match Vacancy Service. It is imperative that all participants read and understand these policies early in the process.

NEWS AND INFORMATION ABOUT THE MATCH

APPIC operates a free e-mail list service, called "MATCH-NEWS," that provides participants with up-to-date news and information about the Match. While anyone is eligible to subscribe to the list, it is ***strongly recommended*** for all Match participants (including applicants, internship Training Directors, and academic Directors of Clinical Training). Students who are not yet ready to apply for internship may also benefit from subscribing in order to familiarize themselves with the process. If you subscribe, you will receive occasional e-mails (usually no more than 4 to 5 per month) that provide hints, tips, and news about the APPIC Match along with "late-breaking news" items posted by internship Training Directors. Many applicants and training programs have told us that these e-mails have been extremely helpful in guiding them through the Matching Program.

Please see this page for instructions on subscribing to the MATCH-NEWS list.

MATCH DATES

The schedule of dates for the APPIC Match is available here.

FEES FOR THE 2023 MATCH

Internship applicants pay \$130 to register for the 2023 APPIC Match.

APPIC-Member internship programs pay a Match fee of \$175, collected along with the program's annual dues. APPIC Doctoral Program Associates (DPAs) pay a Match fee that ranges from \$350 to \$750, depending upon the number of students who participate in the Match, collected along with the program's annual DPA fee.

MORE INFORMATION ABOUT THE MATCH

In addition to the information available on this web site, you may obtain information about the APPIC Match from the following sources:

1. The MATCH-NEWS e-mail list, described above, is a free e-mail list that provides up-to-date news and information about the APPIC Match.
2. The "Frequently Asked Questions" pages on this web site provide extensive information about the Match.
3. The National Matching Services web site contains extensive information about the APPIC Match. You may also contact NMS directly at (800) 461-6322 or via e-mail at psychint@natmatch.com.
4. You may direct any questions or concerns about the Match to the APPIC Match Coordinator, Dr. Greg Keilin, at gkeilin@mail.utexas.edu or (512) 410-0002.

TIME2TRACK

It is suggested (but not required) Ph.D. Students consider using Time2Track (<https://time2track.com/>) to keep records of all their training hours. Keeping a historical record of your hours will be important for applying to internships, and APPIC partners with Time2Track for a data import process. You can learn more about this process here.

You can learn more about APPIC and Time2Track for Internship with this free ebook.

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 **(start date)** through **(end date)**; 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

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 ensure 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.

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 ensure 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.

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 Related to Program Competencies Developed by Field-Based Internship Supervisor, Intern, and University Supervisor

(Please Attach Additional Sheet so there is one goal per KSDE and NASP standard)

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 F: Ed.S. Course Sequence

University of Kansas School Psychology Program

Ed.S. Program Checklist

Name: _____ Student #: _____ Date: _____

Advisor: _____ Advisor Signature: _____

First Year	Semester/Year Completed
<i>Fall Semester</i>	
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 – Applied Behavior Analysis & Evidence-Based Interventions (3 hrs.)	
EPSY 805 – Cognitive Assessment (4 hrs.)	
<i>Spring Semester</i>	
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.)	
<i>Summer Semester</i>	
EPSY 705 – Human Development Through the Life Span (3 hrs.)	
Second Year	
<i>Fall Semester</i>	
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.)	
EPSY 807 – Theories and Research in Human Learning (3 hrs.)	
<i>Spring Semester</i>	
EPSY 710 – Introduction to Statistical Analysis (3 hrs.) ¹	
EPSY 711 – Lab for Introduction to Statistical Analysis (1 hr.) ¹	
EPSY 798 – 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.)	
Complete Ed.S. Comprehensive Exam (Praxis: School Psychologist)	
<i>Summer Semester</i>	
EPSY 947 – Specialist Research (May be taken in 1-4 credit hour segments during the fall and spring semester of the second year) (4 hrs.)	
Third Year	
<i>Fall Semester</i>	
EPSY 991 – Ed.S. Internship in School Psychology (2 hrs.)	
<i>Spring Semester</i>	
EPSY 991 – Ed.S. Internship in School Psychology (2 hrs.)	

¹ 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).

Appendix G: Ph.D. Course Sequence

University of Kansas School Psychology Program

Ph.D. Program Checklist

Name: _____ Student #: _____ Date: _____

Advisor: _____ Advisor Signature: _____

First Year	Semester Completed
<i>Fall Semester</i>	
EPSY 715 – Understanding Research in Education (3 hrs.)	
EPSY 770 – Developmental Psychopathology: Diagnosis, Intervention, & Prevention (3 hrs.)	
EPSY 798 – Applied Behavior Analysis and Evidence-Based Interventions (3 hrs.)	
EPSY 805 – Cognitive Assessment (4 hrs.)	
EPSY 710 – Introduction to Statistical Analysis (3 hrs.) ¹	
EPSY 711 – Lab for Introduction to Statistical Analysis (1 hr.) ¹	
<i>Spring Semester</i>	
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.)	
Course in Biological Basis of Behavior (EPSY 836, PSYC 961, or ABSC 857) (3 hrs.) ²	
<i>Summer Semester</i>	
Complete Residency Agreement	
EPSY 810 – General Linear Models (3 hrs.)	
Second Year	
<i>Fall Semester</i>	
EPSY 822 – Educational Scales, Questionnaires, and Sampling (3 hrs.) ³	
EPSY 705 – Human Development Through the Life Span (3 hrs.)	
Research Skills Elective (EPSY 803, EPSY 811, EPSY 812, EPSY 814, EPSY 816, EPSY 822, EPSY 905, EPSY 906, EPSY 922, EPSY 926, or ABSC 735/770) (3 hrs.) ⁴	
EPSY 855 – Psychoeducational Clinic I: Assessment, Consultation & Intervention (3 hrs.)	
EPSY 901 – Research Practicum (2 hrs.)	
<i>Spring Semester</i>	
Course in Social Basis of Behavior (EPSY 808, PSYC 774, PSYC 775, or PSYC 777) (3 hrs.) ²	
EPSY 798 – Consultation Systems and Program Evaluation (3 hrs.)	
EPSY 807 – Theories and Research in Human Learning (3 hrs.)	
EPSY 865 – Psychoeducational Clinic II: Assessment, Consultation, and Intervention (3 hrs.)	
EPSY 901 – Research Practicum (2 hrs.)	
<i>Summer Semester</i>	
Course in History and Systems of Psychology (EPSY 882 or PSYC 805) (3 hrs.)	
Third Year	
<i>Fall Semester</i>	
EPSY 902 – Research Methodology in Education (3 hrs.)	
EPSY 910 – Practicum in School Psychology (3 hrs.)	
EPSY 975 – Therapeutic Intervention: Home and School (3 hrs.)	

Research Skills Elective (EPSY 803, EPSY 811, EPSY 812, EPSY 814, EPSY 816, EPSY 822, EPSY 905, EPSY 906, EPSY 922, EPSY 926, or ABSC 735/770) (3 hrs.) ⁴	
EPSY 947 – Specialist Research (2 hrs.)	
Spring Semester	
EPSY 880 – Ethical and Legal Issues in Professional Psychology (3 hrs.)	
EPSY 911 – Advanced Practicum in School Psychology (3 hrs.)	
Research Skills Elective (EPSY 803, EPSY 811, EPSY 812, EPSY 814, EPSY 816, EPSY 822, EPSY 905, EPSY 906, EPSY 922, EPSY 926, or ABSC 735/770) (3 hrs.) ⁴	
EPSY 947 – Specialist Research (2 hrs.)	
Elective: 800-level course ⁵	
EPSY 996 – (Optional) College Teaching in _____ (2 hrs.) ⁶	
Doctoral Program Requirements Completed prior to Doctoral Oral Comprehensive Exam	
Ed.S. Written Comprehensive Exam (<i>Praxis: School Psychologist</i>)	
Ph.D. Written Comprehensive Exam	
Ph.D. Oral Comprehensive Exam	
Research Skills Requirement	
Supervision Experience	
Summer Semester	
Course in Individual and Cultural Diversity (EPSY 875 or ELPS 830) (3 hrs.)	
Fourth Year	
Fall Semester	
EPSY 999 – Doctoral Dissertation (3 hrs.)	
EPSY 995 – Field Experience in _____ (3 hrs.) ⁷	
Spring Semester	
EPSY 999 – Doctoral Dissertation (6 hrs.)	
Fifth Year	
Fall Semester	
EPSY 992 – Ph.D. Internship in School Psychology (2 hrs.) ⁸	
Spring Semester	
EPSY 992 – Ph.D. Internship in School Psychology (2 hrs.)	

¹ 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).

² EPSY 808 or EPSY 836 must be taken to meet APA requirement of advanced integrative knowledge of basic discipline specific content area.

² EPSY 837 is recommended to complete the Mind, Brain in Education Certificate.

³ EPSY 921 may be substituted for EPSY 822 if EPSY 822 is not available.

⁴ EPSY 905 Fundamentals of Multivariate Modeling is recommended for one of the Research Skills Electives.

⁵ EPSY 837 may be taken for students completing the Certificate in Mind, Brain, and Education.

⁶ EPSY 996 may be taken during any semester in the program and is optional.

⁷ EPSY 995 may be taken in the fall or spring semester in the fourth year.

⁸ Students must follow 18 hours post-comprehensive exam credit hour requirements so additional credit hours may be required.

Appendix H: Doctoral Program Requirements

KU School Psychology Doctoral Program Requirements

The doctoral program in School Psychology at KU is based on the development of ***Discipline-Specific Knowledge*** and ***Profession-Wide Competencies*** needed to work as entry-level health service psychologists with a specialization in school psychology. The following requirements

Professional School Psychology	46 hrs.
EPSY 760 – Ethics, Law, & Professional Issues in School Psychology	(3 hrs.)
EPSY 770 – Developmental Psychopathology: Diagnosis, Intervention, & Prevention	(3 hrs.)
EPSY 798 – Applied Behavior Analysis & Evidence-Based Interventions	(3 hrs.)
EPSY 798 – Consultation Systems & Program Evaluation	(3 hrs.)
EPSY 805 – Cognitive Assessment	(4 hrs.)
EPSY 835 – Clinical Techniques in Academic Assessment & Intervention	(3 hrs.)
EPSY 855 – Psychoeducational Clinic I: Assessment, Consultation, & Intervention	(3 hrs.)
EPSY 860 – Assessment of Behavior Problems and Personality	(3 hrs.)
EPSY 865 – Psychoeducational Clinic II: Assessment, Consultation, & Intervention	(3 hrs.)
EPSY 880 – Ethical & Legal Issues in Professional Psychology	(3 hrs.)
EPSY 910 – Practicum in School Psychology	(3 hrs.)
EPSY 911 – Advanced Practicum in School Psychology	(3 hrs.)
EPSY 965 – Foundations of Psychoeducational Consultation	(3 hrs.)
EPSY 975 – Therapeutic Intervention: Home & School	(3 hrs.)
EPSY 995 – Field Experience in _____	(3 hrs.)
Psychological Foundations	18 hrs.
EPSY 882 – History & Systems of Psychology <u>or</u> PSYC 805 – History of Psychology	(3 hrs.)
EPSY 836 – Behavior & Systems Neuroscience <u>or</u> PSYC 961 Biological Bases of Psychopathology <u>or</u> ABSC 857 – Biological Bases of Behavior	(3 hrs.)
EPSY 807 – Theories & Research in Human Learning	(3 hrs.)
EPSY 705 – Human Development through the Life Span	(3 hrs.)
EPSY 808 – Advanced Social Psychology <u>or</u> PSYC 774 – Advanced Social Psychology I <u>or</u> PSYC 775 – Advanced Social Psychology II	(3 hrs.)
Research Design, Statistics, Psychometrics	33 hrs.
<i>Required Courses</i>	
EPSY 710 – Introduction to Statistical Analysis	(3 hrs.)
EPSY 711 – Lab for Introduction to Statistical Analysis	(1 hrs.)
EPSY 715 – Understanding Research in Education	(3 hrs.)
EPSY 810 – General Linear Models	(3 hrs.)
EPSY 822 – Educational Scales, Questionnaires, and Sampling	(3 hrs.)
EPSY 901 – Research Practicum	(4 hrs.)
EPSY 902 – Research Methodology in Education	(3 hrs.)
EPSY 947 – Specialist Research	(4 hrs.)
<i>Elective Courses (three of the following courses are required)</i>	
EPSY 803 – Using R for Data Analysis	(3 hrs.)
EPSY 811 – Analysis of Variance	(3 hrs.)
EPSY 812 – Meta-analysis	(3 hrs.)
EPSY 814 – Non-Parametric Statistics	(3 hrs.)

EPSY 816 – Evaluating School Programs	(3 hrs.)
EPSY 896 – Seminar in: Causal Inference	(3 hrs.)
EPSY 896 – Seminar in: Rater-Mediated Assessments	(3 hrs.)
EPSY 905 – Fundamentals of Multivariate Modeling (<i>recommended</i>)	(3 hrs.)
EPSY 906 – Latent Trait Measurement with Structural Equation Models	(3 hrs.)
EPSY 921 – Theory and Application of Educational Measurement	(3 hrs.)
EPSY 922 – Item Response Theory	(3 hrs.)
EPSY 923 – Advanced Item Response Theory	(3 hrs.)
EPSY 926 – Hierarchical Linear Modeling	(3 hrs.)
EPSY 903 – Applied Longitudinal Analysis	(3 hrs.)
ELPS 871 – Introduction to Qualitative Research	(3 hrs.)
PSYC 968 – Research Methods in Clinical Psychology	(3 hrs.)
ABSC 735/770 – Within Subjects Research and Methodology and Direct Observation	(3 hrs.)

Individual and Cultural Diversity **3 hrs.**

EPSY 875 – Understanding Individual and Cultural Diversity in Professional Psychology <u>or</u>	
ELPS 830 – Foundations in Multicultural Education <u>or</u> C&T 807 – Multicultural Education	(3 hrs.)

Ph.D. Internship (*all students must complete a full-year internship*) **4 hrs.**

EPSY 992 – Ph.D. Internship in School Psychology	(4 hrs.)
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Dissertation (*all students must complete a dissertation*) **6-18 hrs.**

EPSY 999 – Dissertation	(6-18 hrs.)
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Additional Requirements (*all students must complete the following*) **(0 hrs.)**

Research Skills Requirement
Supervision Experience
Written Comprehensive Exams
Oral Comprehensive Exams

Total: Approx. 122 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 921 may be taken in place of EPSY 822 if EPSY 822 is not available.

Appendix I: Academic Misconduct

UNIVERSITY SENATE RULES AND REGULATIONS (USRR) 2.6.1 ON 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
<https://policy.ku.edu/governance/USRR#art2sect6>

Appendix J: Telesupervision Policy & Telesupervision Agreement

University of Kansas School Psychology Program Telesupervision Policy

The School Psychology program at the University of Kansas supports the use of best practices in supervision during field experiences for all students. For all field experiences, it is expected that supervision is provided in-person, where the supervisor and student are in the same physical location. The use of telesupervision, where the supervisor and student are not in the same physical location engage in supervision through synchronous audio/video technology, should be rare and is permitted only in extenuating circumstances for the minimum required hours of supervision. In-person supervision is important because it allows the supervisor and supervisee to engage in professional socialization, it allows the supervisor to better assess student competencies, and it is important to enhance communication that occurs through subtle, nonverbal, emotional, and/or affective cues and interactions during supervision.

The University of Kansas School Psychology program telesupervision policy is as follows:

1. **Initial Practicum Experiences** (EPSY 855/865 Psychoeducational Clinic I and II)
 - a. Telesupervision **may not** be used for supervision during initial practicum experiences that students complete in the program. For most students, this is EPSY 855 and EPSY 865 Psychoeducational Clinic I and II. All students must engage in in-person supervision for this experience.
2. **Other Practicum Experiences** (EPSY 910/911 Practicum/Advanced Practicum in School Psychology, EPSY 895/995 Field Experience, EPSY 896 Advanced Clinical Assessment)
 - a. Telesupervision **may** be used for no more than 50% of the required hours of supervision. The student and supervisor must provide written rationale for why telesupervision is being used in lieu of in-person supervision. This rationale should be based on circumstances that make it either very difficult or impossible for the supervisor and student to engage in supervision in the same location.

Rationale for Telesupervision. Allowing for telesupervision in specific circumstances is used when in-person supervision is either very difficult or impossible. Allowing telesupervision in these circumstances helps students receive high-quality training in extenuating circumstances.

Consistent with Training Aims and Outcomes. Allowing for telesupervision in specific circumstances helps students continue to receive supervision during field experiences. Telesupervision may be necessary for students who are completing field experiences in rural areas, and it allows them to continue to receive high-quality supervision to develop skills necessary for becoming health service psychologists with a specialty in school psychology. The allowance of telesupervision in these specific circumstances helps students access training sites that may otherwise be unavailable.

How and When Telesupervision is Used. Telesupervision may only be used when in-person supervision is very difficult or impossible. Telesupervision may not be used because it is convenient for the supervisor or student. Telesupervision must be conducted using Zoom or Microsoft Teams. Identifiable client information should not be shared during telesupervision to ensure client confidentiality. When meeting for telesupervision, the supervisor and student must be in a confidential and private setting, such as a private office or home.

Who Can Use Telesupervision. Only students who have successfully completed EPSY 855 and 865, or an equivalent experience in another graduate program, may use telesupervision for part of future practicum and field experiences. When telesupervision is used, all students must discuss this with the university supervisor to ensure requirements are being met.

Supervisory Relationship. It is essential that supervisors and students develop a strong supervisory relationship. Supervisors and students should use in-person supervision as often as feasible, especially during the beginning of the field experience. This helps supervisors and supervisees to develop a working relationship, build a sense of trust, and construct a mutual understanding of the supervisory relationship. Supervisors and students should check in with each other about the supervisory relationship, and university supervisors to ensure the supervisory relationship is being developed appropriately and adequately. University supervisors are available for consultation with students and/or supervisors to assist in the development of this relationship.

Responsibility for cases. Supervisors using telesupervision are responsible for overseeing all cases that are discussed during supervision, just as they would for in-person supervision.

Managing crisis or unscheduled supervision and consultation. In situations where students require immediate assistance, the supervisor should provide phone numbers and emails so they can be reached. University supervisors are also available in these situations if the field supervisor cannot be reached or is unavailable to provide supervision to the student.

Privacy/Confidentiality. All telesupervision should be conducted in a manner consistent with the risks of electronic information being intercepted through the internet and other electronic means. To ensure confidentiality, any identifiable information about clients should not be shared through verbal or visual means unless all documents and information have been thoroughly deidentified (e.g., all names changed to initials, any identifying information has been deleted or redacted).

Technology Requirements. All telesupervision should occur via Zoom or Microsoft Teams. All students have access to Zoom and Microsoft Teams accounts through the university.

Telesupervision Agreement. Any student and supervisor using telesupervision must sign the Telesupervision Agreement before engaging in any telesupervision.

**University of Kansas School Psychology Program
Telesupervision Agreement**

Practicum Student: _____

Supervisor(s): _____

Field Placement: _____

University of Kansas Supervisor: _____

Effective Dates: _____

We, the undersigned, agree to adhere to the Telesupervision Policy provided by the University of Kansas School Psychology program, and agree to the stipulations that are included in the policy. By signing this agreement, the supervisor and supervisee agree that:

- We have read the policy and understand that no more than 50% of the required hours for supervision may be used for telesupervision.
- We have provided a written rationale to the university supervisor for why the use of some telesupervision is necessary for this field experience.
- We will use Zoom or Microsoft Teams for all telesupervision sessions.
- We will protect client confidentiality by not providing visual or auditory information that may identify a client.

Student Date

Supervisor Date

University Supervisor Date