



EMPORIA STATE UNIVERSITY  
SCHOOL PSYCHOLOGY PROGRAM  
CANDIDATE HANDBOOK

2016-2017

(updated 1/4/16)

Department of Psychology  
1 Kellogg Circle, Box 4031  
Emporia, KS 66801  
Phone: 620-341-5317  
Fax: 620-341-5801

Department: <http://www.emporia.edu/psych/>

Program: <http://www.emporia.edu/psych/graduate-programs/school-psychology.html>

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## Chapter 1

### School Psychology Program Overview

Why should you choose the School Psychology Program at Emporia State University? The answer... **Experience.** As the first School Psychology Program offered in this four-state region, we have a long-standing history of respect and tradition. Our candidates began collaboration with schools in 1952, and to this day ESU-trained school psychologists serve in virtually all districts and special education cooperatives in Kansas. At Emporia State University's School Psychology Program, the core trainers are tenured professors, with doctorates in school psychology and several decades of experience in the field. If you are interested in working with children with diverse characteristics and backgrounds, and in providing them preventative as well as remedial services to help them achieve success, then our NASP-accredited program may be for you.

At ESU, candidates first learn to be members of multidisciplinary teams, completing initial training in association with candidates from disciplines such as adaptive education, early childhood, school counseling, educational administration, and clinical psychology. During this time, candidates learn theory, characteristics and methods related to preschool and school-aged children with developmental disabilities, learning disabilities, intellectual deficiency, autism, emotional disturbance, and more. These classroom experiences enhance candidate's understanding of the cross-disciplinary nature of the school psychology profession. Concurrently with this course work, candidates take core school psychology courses to help them understand the foundations of their chosen profession. Later in the program, candidates conduct research, undertake evaluations and assessments of clients, learn about multi-tiered systems of supports, and complete field-based training during supervised practicum and internship experiences.

The School Psychology Program progresses from a 35 credit-hour Master of Science (M.S.) earned en passant, with its emphasis on theory and research, to the 30 credit-hour terminal Educational Specialist (Ed.S.) with its focus on greater skill application and the practicum field experience. These degree programs are NASP-approved.

Potential candidates who already have an M.S. from another School Psychology Program, or an M.S. in a related field such as adaptive education or clinical psychology, are often eligible to apply directly to our Ed.S. respecialization program. This program is NASP-aligned but not NASP-approved. These candidates have to demonstrate that they have the equivalent of all of our program's M.S. course work before they are eligible for Ed.S. degree candidacy, which may be completed concurrently with Ed.S. coursework as approved by a program advisor.

Candidates in each the regular or the respecialization program, upon completion of the Ed.S. degree and a passing score on the Praxis II National School Psychology Examination,

obtains a conditional (sometimes called “provisional”) license from KSDE. This allows them to begin a four credit-hour, year-long paid internship in the schools. When internship requirements are finished, the program is complete. This means the individual will have eligibility for a regular EC-12 Kansas license. Those who completed the regular program are then eligible to receive the Nationally Certified School Psychologist (NCSP) credential. Those in the respecialization track will be assisted in applying for the NCSP using NASP’s process for graduates of non-NASP-approved School Psychology Programs as detailed at: <http://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>.

## **Philosophy**

The Emporia State University School Psychology Program seeks to develop scientist-practitioners, capable of delivering comprehensive and effective school psychological services in varied school contexts. The faculty are committed to interaction with candidates in a way which encourages their professional identity with the profession of school psychology. Our intent is to create candidates who will promote the cognitive, behavioral, and social development of young children and adolescents, working with youth and families of diverse characteristics. To do so effectively, we believe that candidates should be prepared to:

- Make empirically-based decisions and use research-based practices.
- Demonstrate assessment practices which contribute to an understanding of student needs, by being valid, reliable, comprehensive, multidisciplinary, and appropriate for culturally and linguistically diverse populations.
- Link assessment to all other roles of the school psychologist, including intervention, and treatment efficacy.
- Recognize the uniqueness of all students, and create goals developmentally appropriate to their individual characteristics across all relevant domains.
- Implement and evaluate theoretically and empirically sound, population-based educational and mental health programming for school personnel, families and children.
- Work collaboratively with others in problem-solving situation, utilizing eclectic consultation models with school personnel, parents, community and state agencies to systemically address needs.
- Recognize schools as systems, and help structure comprehensive services which acknowledge factors such as school climate, family involvement, special and general education resources, and community influences which contribute to effective learning.
- Advocate for the needs of individual students, and for environments which promote the health and well-being of all children.
- Support their profession, pursuing ongoing professional development to promote collegiality as well as to assure they grow into a reflective practitioner who understands and follows contemporary professional, ethical and legal standards.

## Applying for Admittance to the School Psychology Program

A comprehensive review of the School Psychology Program's assessment system, with full detail on admissions, transition from M.S. to Ed.S. candidacy, disposition assessment and more is detailed later in this Handbook. For ease of reference, an overview of the basic admissions process is provided here.

Students seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must first be admitted to the Graduate School of the University, and then seek admission to the Program. Candidates seeking entrance into the Ed.S. respecialization program utilize the same admissions procedure. This occurs by completing the following:

- Submission of an "Application for Admission to Graduate Study" form online at [www.emporia.edu/grad/admissions/](http://www.emporia.edu/grad/admissions/).
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from an accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester hours for the masters program, and 3.50 on the masters program coursework for admission to the Education Specialist degree.
- Course prerequisites: A minimum of 20 semester hours of psychology or related fields at the undergraduate level. This must include introductory psychology, developmental psychology, descriptive and/or research methods, history/foundations of psychology, and learning/cognitive theory or educational psychology. These may be satisfied by equivalents as determined by core program faculty. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
  - Individuals with an M.S. degree in a field related to school psychology may already have met these requirements via related coursework, and should discuss these prerequisites with an advisor during the admissions process.
- For international applicants whose first language is not English, submission of a TOEFL score which is in the good to high range in reading, listening, speaking and writing and reflects a Lexile range encompassing a minimum of 1350-1400L.
- Three letters of recommendation (form in Appendix B and also available at <http://www.emporia.edu/~persingi/SPYlettersofrecd.doc>) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members) which address issues the candidate believes relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form. Instead of using the paper forms, you could ask references to complete the [online form here](#).
- A statement of purpose or letter of intent. Its purpose is to introduce themselves to the committee, make clear that they understand the profession of school psychology, and should demonstrate that they have the academic background, maturity, and diligence to

succeed in the program. The letter of intent helps the admission committee understand the context of the application and facilitates admissions decisions. It should discuss any experience or background relevant to their interest in pursuing school psychology as a profession. It should also explain anything in the application materials that they believe should be elaborated upon. For respecialization candidates, it should make clear that your intent is bypassing of the M.S. degree and direct admission to Ed.S. studies as a respecialization candidate.

- Candidates in the program who have completed an M.S. in school psychology at ESU, and who have applied to move forward into the Ed.S. program, need a [letter of recommendation](#) completed by one core faculty member in the program.

These items are all required: Applications are not considered complete and will not be reviewed until all of these elements have been received.

A final requirement is completion of an admissions interview, which often occurs prior to the application being complete (e.g., while respecialization applicants are seeking advising) but which otherwise will occur once application materials are submitted. The interview may be done via phone/Skype with a member of the School Psychology Program core faculty.

Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications should meet specified deadlines. Applications should be completed by **March 1<sup>st</sup>** to assure that a program of study may begin during the fall semester, and **October 1<sup>st</sup>** for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for enrollment during the desired semester.

Materials may be submitted, and/or [admissions questions](#) directed to:

Attn: School Psychology Admissions Committee  
Office of Graduate Studies  
1 Kellogg Circle  
Campus Box 4003  
Emporia, KS 66801  
Voice: (620) 341-5403  
Fax: (620) 341-5909

*Questions specific to the School Psychology Program* should be sent to the director Dr. Jim Persinger at [jpersing@emporia.edu](mailto:jpersing@emporia.edu) or phone (620) 341-5317. Most questions will probably be addressed in the latest program information, including this candidate handbook and/or the [program website](#).

## **Program Goals and NASP-Approved Domains of Professional Practice**

In order to meet program approval within the state of Kansas, ESU's program goals are aligned to those identified by the Kansas State Department of Education educator standards, leading to the School Psychologist PreK-12 license:

1. The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.
2. The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.
4. The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.
5. The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.
6. The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
8. The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
10. The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

11. The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.
12. The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in internship program credit hours during the first year under the conditional license as a full-time employee. If the employee is working only half-time, the internship can be spread out over two years. The employing district shall provide a mentor, either from within the employing district or a neighboring one, from the same endorsement field and under conditions described in 91-41-1 through 91-41-4. The university must assign a supervisor during the internship period. The university assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.

Further, In order to meet program approval for the National Association of School Psychologists (NASP), ESU's program goals are aligned to the NASP Practice Model 10 Domains:

### ***Practices That Permeate All Aspects of Service Delivery***

**Domain 1: Data-Based Decision Making and Accountability**-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

**Domain 2: Consultation and Collaboration**-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and 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. Examples of professional practices include:

### ***Direct and Indirect Services for Children, Families, and Schools: Student Level Services***

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**-School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of professional practices include:

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health. Examples of professional practices include:

### ***Systems-Level Services***

**Domain 5: School-Wide Practices to Promote Learning**-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Domain 6: Preventive and Responsive Services**-School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Domain 7: Family–School Collaboration Services**-School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

### ***Foundations of School Psychological Service Delivery***

**Domain 8: Diversity in Development and Learning**-School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.

Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

**Domain 9: Research and Program Evaluation**-School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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.

**Domain 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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

### **Program Approval**

The Emporia State University School Psychology Program is approved by the National Association of School Psychologists (NASP), is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and is approved by the Kansas State Department of Education (KSDE). The Ed.S. respecialization program is accredited by CAEP, and is approved by KSDE. It is aligned to NASP domains, but not approved by NASP.

Completion of the M.S. degree and Ed.S. candidacy readies a candidate for the practicum field experience. Upon completion of that and other Ed.S. requirements, the candidate is ready for the internship field experience as needed to complete the full program of study. Completion of the program requires completion of internship (post-Ed.S.) and passing of the Praxis II National School Psychology Examination at the cut score established by the state of Kansas, and leads to licensure as a school psychologist in Kansas public schools. Program completion, and a sufficiently high Praxis II score which meets national standards, also makes candidates eligible to obtain the credential of Nationally Certified School Psychologist (NCSP). Among many other benefits, the NCSP allows for greater employment mobility across different states. Additional information about the NCSP and its advantages can be reviewed at <http://www.nasponline.org/certification/becomeNCSP.aspx>.

Candidates in the Ed.S. respecialization program also must pass the Praxis II at the cut score established by the state of Kansas, which leads to licensure as a school psychologist in

Kansas public schools. Program completion, as marked by internship completion, does not automatically make these candidates eligible for the NCSP. Instead, respecialization candidates who wish to attain the NCSP must do so using NASP's process for graduates of non-NASP-approved programs [detailed here](#). The program director will assist these candidates in this application process.

As part of ESU's program meeting NASP, CAEP and KSDE program approvals, the School Psychology Program allows candidates to grow professionally through partnership with faculty in all facets of professional preparation, including degree planning, individualized supervision, monitored research projects and progress reviews at decision points.

Additionally, these program approvals mean that program faculty have demonstrated that they engage in reflective practices, and have an evaluation plan in which they document activities related to teaching, scholarship and service as a condition of employment. Ongoing program evaluation to assure effective practices and sustain NASP, NCATE and KSDE approval occurs as well. This ongoing assessment of individuals and programming is one practice which allows the School Psychology Program to demonstrate, in particular, that it meets the [Standards for Graduate Preparation of School Psychologists](#) set forth by the National Association of School Psychologists (NASP, 2010).

### **EPPP / LMLP**

Concurrently upon degree completion, there are occasions where graduates of the program (particularly respecialization candidates) meet the educational requirements to sit for the EPPP examination for licensure as a Licensed Masters Level Psychologist via Kansas' [Behavioral Sciences Regulatory Board](#): Candidates should meet with Clinical Psychology faculty for information about current requirements if concurrent pursuit of an LMLP credential is their intent, and should coordinate this discussion with their program advisor. The School Psychology Program is not intended to prepare candidates for completion of the EPPP or certification as an LMLP, so those who wish to undertake this option should always do so in consultation with appropriate faculty.

### **Candidate Population**

At Emporia State University, about 5-6 candidates in any given academic year complete the M.S. program in School Psychology, and about 8-9 complete the Ed.S. program, the difference in numbers reflect candidates who began the program with an M.S. in a related field so were admitted into the Ed.S. respecialization program without completing an M.S. at ESU.

A typical cohort consists of approximately 20% men and 80% women. The candidates in both the traditional and the respecialization programs possess a variety of racial/ethnic backgrounds, religions, political beliefs, sexual orientations, socioeconomic status and other characteristics which make for a diverse body of candidates. People representative of all ages are in the program, with candidates in recent years ranging from young twenty-somethings to

seniors. A candidates in the traditional program is typically in their young to mid-twenties, while respecialization candidates are typically mid-career professionals. A typical traditional candidates is accepted directly from undergraduate programs, usually with a B.S. in psychology though other backgrounds are occasionally reflected (e.g., education, sociology). The respecialization candidates are invariably non-traditional candidates of varying work experiences, already with graduate degrees, occasionally including the Ph.D. In one recent cohort, the previous occupations of school psychology candidates included that of high school teacher, special education teacher, gifted facilitator, school counselor, gymnastics coach, bus driver, early childhood assistant, psychology professor, waitress, clinical psychologist, doctoral-level social worker, homemaker, paraprofessional, and law enforcement officer.

### **The Importance of Ethics and Standards**

Throughout the graduate program, all candidates are expected to become familiar with and behave in accordance with the ethics and professional standards of state and national associations for school psychologists. These standards and expectations will be discussed with candidates during an initial orientation meeting with their advisors, are formally reviewed in the PY835 Seminar in School Psychology course, and candidate adherence to them evaluated at different decision points in the program. Appropriate professional behavior is an important part of satisfactorily completing School Psychology Programs. In order to receive the program faculty's endorsement and recommendation for field placement, credentialing and/or employment, it is not sufficient to have merely completed the academic requirements. All candidates are to have additionally demonstrated their knowledge of and conformity with ethics and professional practice guidelines throughout all aspects of the program. Details on how this will occur appear in later sections of this handbook.

## Chapter 2

### Degree Requirements

#### Degree Candidacy

Acceptance into a graduate program in the Department is a two-level process. At the first level, the potential candidate applies and is admitted. The second level requires the potential candidate to apply for and be admitted to degree candidacy by demonstrating requisite preparation and ability.

The potential candidate must complete a minimum of six semester hours of coursework in the graduate program of study before being admitted to degree candidacy. Degree candidacy may be granted only after the potential candidate has fulfilled these requirements: (1) completion of any probationary deficiencies detailed at admission, (2) worked with their advisor to file an approved degree plan in the Department Office at least one semester ahead of the anticipated degree completion date, and (3) satisfactorily completed disposition assessment.

#### Degree Plan

It is the candidate's responsibility to assure that a tentative degree plan is completed via their advisor within a semester of acceptance into the M.S. and/or the Ed.S. program. This will indicate program degree requirements at the time of matriculation and give them the ability to plan, semester by semester, courses needed to complete their degree and/or license. Degree plan forms (samples of which are available in Appendix C and Appendix D ) MUST ALWAYS be completed in consultation with the candidate's advisor: Simply following the typical plan of study (Appendix R) without working with an advisor is never enough to assure that all degree and/or program completion requirements will be met! At least one semester in advance of the anticipated graduation date, a final and approved degree plan must be signed by the candidate, advisor, and the Department Chair and submitted to the Department office. Prior to completing the [intent to graduate application form](#), the approved degree plan must be on file, or the registrar's office cannot complete degree analysis needed to award the degree!

It is the candidate's responsibility to meet with his or her advisor the semester before they believe all requirements for degree candidacy have been fulfilled. The advisor will then initiate the formal procedure for the potential candidate to obtain degree candidacy, which includes the candidate filing an intent to graduate, an approved degree plan being filed, any probationary items being resolved, disposition assessment being undertaken, and final exam requirements being completed. This process must be followed for both the M.S. and Ed.S. degrees. Appendices E and F contain a self-checklist that should be used by the candidate to keep track of M.S. and/or Ed.S. requirements remaining to be completed.

## Some Considerations Impacting the Plan of Study:

The typical plan of study detailed in the following section leads to the Master's and Specialist's degrees and Kansas State Department of Education School Psychologist Certification, and ultimately eligibility for the NCSP credential. Its contents also appear in Appendix R.

This sequence assumes all background/prerequisite courses in psychology and education, as detailed in admissions requirements, have been completed prior to beginning the School Psychology Program. This plan of study assumes a candidate has entered into the M.S. program with no transfer credit and no probationary requirements, and who elects to complete an Ed.S. project rather than an Ed.S. thesis, which is the most common selection.

This plan will vary significantly for those accepted into the Ed.S. respecialization program, dependent upon the characteristics of their M.S. degree course work, and which courses taken earlier are acceptable equivalents for purpose of licensure, transfer credit and/or substitution on degree plan. An advisor will work with you, in advance of program application if desired, to understand what your plan might look like under these circumstances. In that case your program will be NASP-aligned, but not NASP-approved.

Availability of courses in any given semester, flexibility in candidate schedule, and other considerations can cause deviation in this typical sequence. Upon acceptance into the program, candidates should work with their advisors to arrange a semester-by-semester plan which addresses their personal needs and professional goals, BUT which ideally will follow this plan as closely as possible. In considering a deviation in sequence of courses listed, some key considerations that the candidate should discuss with their advisor include:

- Some candidates enter the program with prerequisite coursework missing, typically detailed as probationary requirements when they are admitted. If courses were listed as probationary, you should prioritize enrollment in those.
- PY 835 Seminar in School Psychology should be enrolled in at the first opportunity. For most candidates, this means during the first fall semester enrolled.
- In a few instances, different courses are already established as pre-approved substitutes on the degree plan. These are courses considered to be equivalent in meeting KSDE and NASP outcomes, giving candidates a choice in which course to take depending upon availability and accessibility of the course. In a few instances there are other differences which may make one course a better choice than the other for a particular candidate, given their own preferences and skills they wish to emphasize. Examples include:
  - PY722 Theories of Learning and EA773 Advanced Educational Psychology are both focused on theoretical foundations of learning and cognition. The former is aimed at psychologists and the latter at educators, and the former more heavily emphasizes behavioral and the latter cognitive/constructivist theory.
  - ER752 (Analysis of Research) and ER851 (Research Design and Writing) both emphasize practical research, with the former aimed more for project track

candidates, while the latter helps prepare thesis track candidates for preparing for that research experience.

- CD838 (Advanced Methods Inclusive) and PY811 (Seminar Human Growth/Dev) are both courses focused upon early childhood development. The CD838 has as its target audience educators in the field and is more practical, therefore REQUIRES that you have access to early childhood populations to work with, making it a good course for some respecialization candidates. The latter has as its target psychologists and is far more theoretical in bent.
- PY520 (Stats I) and ER857 (Statistical Methods for Education and Psychology) are both graduate-level statistics courses. The ER857 is for candidates with deeper backgrounds in statistics and/or for those who intend to pursue the thesis option, so expands into post-hoc analysis where the PY520 does not delve into that topic.
- PY844 (Ed.S. Project) and PY900 (Ed.S. Thesis) are both courses requiring original research. There is a lengthy discussion elsewhere in this handbook about the distinction between these options.
- SD702 is a methods course which emphasizes intervention (primarily academic) at different MTSS levels and is geared toward adaptive educators. The PY820 is explicitly a response to intervention course for school psychologist candidates who will lead such processes. The former course will better emphasize academic interventions while the latter will emphasize progress monitoring and decision-making processes.
- Additionally, in a few instances the curriculum has changed so that some candidates in the program may have different courses to choose from based upon when they enter the program and/or based upon agreement with their advisor. Instances are:
  - SC/CE 810 (Pre practicum Counseling Skills) was a required course in the program, but the new PY703 (Multiculturalism) course was recently introduced to better emphasize that aspects of diverse learners. The mental health aspects the SC/CE810 course were intended to emphasize are now covered in a new mental health course described later.
  - PY851 (Seminar in Behavior Modification) is the traditional “hard” behavior-oriented interventions course, while PY703 Counseling in School Psychology is the new Tier III mental health interventions course recently offered as in its place.
  - EA885 (Human Relations) is a 2-credit group processes in education course, and PY709 (Intro to Neuropsychology) was a brief (1-credit) overview course. In place of these courses, the neuropsychology content is now covered across several courses (particularly those related to assessment such as PY841 and PY843), while the EA885 content was not serving candidate needs well. Instead, candidates are to choose from a pre-approved list of Educational Administration courses such as EA830 (School Leadership), EA849 (Educational Law/Regs), or EA833 (Beliefs, Values, Issues).

- PY843 PsychoEducational Assessment is a capstone assessment course which should come toward the end of the candidate's program of study. In situations in which a candidate enters the program with an M.S. in a related field and particularly in which they have practical experience in psychological and/or psychoeducational assessments, their earlier course work and experiences may allow them to take PY843 concurrently with other assessment courses and/or with practicum. Consult your advisor and the PY843 instructor.
- PY844 and/or PY900 Ed.S. thesis should be undertaken only after completion of ER 752 (Analysis of Research), and PY520/ER857 Statistical Methods, and only after Ed.S. candidacy is established. Typically, the semester before beginning practicum is when most candidates begin work with their Ed.S. project advisor, with the bulk of the research undertaken and complete during their field experience. Those who choose thesis pursue this two semesters before enrolling in practicum, which means they may be concurrently enrolled in thesis and ER 857.
- PY838 Supervised Practice in School Psychology is an integrative field experience with many prerequisite requirements, enrolled in with instructor permission after satisfying application procedures (i.e., see candidate handbook and Appendix I, Application for Admission to School Psychology Practicum, for details).

Internship may only be enrolled in with permission of the program director, and requires a) submission of all Praxis II score and subscore results to the program director directly from the candidate, b) an overall Praxis score which passes, in the least, the KS licensing cut score, c) application by the candidate for a provisional license from KSDE via ESU's certification officer, d) a formal internship agreement be in place with the site prior to internship beginning, and e) an official awarding of the Ed.S. degree. These elements assume successful completion of all earlier requirements in the program including the PY838 practicum field experience, and successful completion of its disposition assessments at an acceptable level.

### Typical Plan of Study:

#### Fall - First Year

- |  |   |
|--|---|
| • ER 752 Analysis of Research                        | 3 |
| • PY 835 Seminar in School Psychology                | 3 |
| • PY 714 Assessing Young Children with Special Needs | 3 |
| • SD 700 Characteristics Mild/Moderate Disability    | 3 |
| • PY703 Counseling in School Psychology              | 3 |

<b>Total</b>	<b>15</b>
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#### Spring - First Year

- |  |   |
|--|---|
| • PY 722 Theories of Learning (or EA773 Advanced Ed Psych) | 3 |
|--|---|

- PY 841 Assessment of Intelligence 3
- ER 752 Analysis of Research or ER851 Research Design (thesis track) 3
- PY 812 Foundations of Assessment in Sped / Student Support 3

**Total 12**

**Summer - First Year**

- PY 703 Multiculturalism in School Psychology 2
- PY 836 School-Based Prevention and Intervention 3
- PY 801 School Psychological Consultation 3
- PY 860 Leading Processes to Meet Diverse Student Needs 3

**Total 11**

**Fall - Second Year**

- PY 811 Advanced Human Growth and Development 3
- PY 843 PsychoEducational Assessment 3
- SD 850 Characteristics of Individuals with Gifts & Talents 3
- Educational Administration elective (i.e., EA 830 School Leadership Theory,  
EA 849 Educational Law and Regular, EA 888 School Systems  
Management) 3

**Total 12**

*You're eligible to have your M.S. in School Psychology awarded at the end of this fall semester, meaning you can "walk" in the fall commencement ceremony if you wish. This assumes you have filed your intent to graduate in a timely manner, have a degree plan on file with your advisor, and passed comprehensive examinations.*

**Spring - Second Year**

- PY 838 Supervised Practice in School Psychology 6
- ER 857 Statistical Methods for Education & Psychology II  
or PY 520 Statistics I 3
- PY844 Ed.S. Project (or earlier PY 900 thesis enrollment for thesis track) 3

**Total 12**

**Summer - Second Year**

- PY 820 Response to Intervention in School Psychology 3
- Elective (From approved list) 3

**Total 6**

*You're eligible to have your Ed.S. in School Psychology awarded at the end of this summer semester, meaning you can "walk" in the spring commencement ceremony if you wish. This assumes you have filed your intent to graduate in a timely manner, have a degree plan on file with your advisor, and have completed thesis or project research requirements.*

**Fall - Third Year**

- PY 910 Internship in School Psychology I 2

**Spring - Third Year**

- PY 920 Internship in Psychology II 2

**Program Total 69**

**Checklist of Coursework Needed for Licensure in KS**

In order to be licensable in Kansas, every course listed on this typical plan of study must be completed by the candidate. For your convenience, this has been put into a condensed table format in Appendix A.

For candidates accepted directly into the Ed.S. program, and those with graduate courses they have taken in another graduate program at ESU or from a different university that they wish accepted as transfer credit on their degree plans, the table in Appendix A should be used as a self-check. During advising, the candidate should assure that any course accepted as a substitute, for transfer credit, and/or otherwise accepted as equivalent to the ESU course is documented as approved by their advisor. The program director is responsible for submitting this documentation to KSDE, and if it is incomplete, the candidate will not be licensable, **even if their Ed.S. degree is awarded.**

How can you help with this documentation? Candidates should assure that for any course written in as an approved course equivalent in the right side of that table, the advisor has approved it, an official transcript showing its completion (with no grade below a B acceptable) is on file with the department, and any other requirements discussed with the advisor have been met. The most typical additional requirement is that a syllabus for the equivalent course must be on file.

**Degree Requirements: Master of Science**

The requirements listed in Appendix E represent a combination of degree requirements, program policy, accreditation requirements, and professional requirements for licensure. The master's degree may be granted after the completion of 35 hours approved by the candidate's advisor and the Department Chair if all other degree requirements have been met. In order to complete the Master of Science degree, the Office of Graduate Studies requires the candidate

must be admitted to candidacy, maintain a "B" average, complete disposition assessment, and successfully pass the written Comprehensive Examination, which is taken the same semester as the last of the 35 semester hours required for the degree are completed. A grade point average of 3.5 or higher on the M.S. degree is required for admittance to the Specialist in Education program. All degree requirements previously presented must also be met. Candidates must be enrolled the semester that they graduate.

### **Residency Requirements**

The residency requirement of one full semester as a regularly enrolled full-time student or one summer session for at least five weeks on campus must also be met as part of attaining degree candidacy status. It need only be met once during the program, e.g., during either their M.S. or, (for respecialization candidates), during the Ed.S. Ideally, residency will be satisfied during the first year of study.

Related to the residency requirement is the Board of Regents requirement that candidates must be enrolled the semester in which they intend to graduate.

### **Comprehensive Examination**

Prior to moving to M.S. candidacy, program candidates must complete a Comprehensive Examination. For candidates who enter the program with an M.S. already completed and who are accepted into the Ed.S. respecialization program, the comprehensive examination is a requirement that must be completed prior to field experiences, because satisfactorily completing the Comprehensive Examination is a required assessment for all program completers. The Comprehensive Examination is offered once each semester (fall and spring). Notice of the date and time will be made available via your advisor, and are posted in the Department Office, Visser Hall 327. Candidates sign up to take the exam in with the administrative assistant in the Department Office.

The comprehensive examination is a four-hour essay exam consisting of approximately six to seven practical application essay questions, delivered in two sessions. Candidates may prepare for the exam by reviewing textbooks and notes from classes taken toward the master's degree, although content from any courses already completed (or accepted as equivalent, for respecialization candidates) may be covered on the exam. Study guides are not available and no materials whatsoever are permitted during the exam. Candidates are strongly encouraged to meet with their advisors to discuss exam preparation, though the program director will traditionally conduct an exam orientation early in each semester on a date/time announced in classes.

In answering each question, candidates should demonstrate a solid content knowledge base and integration of information from courses taken, to then address practical application. The exam form is individualized for each candidate to incorporate only the classes that a particular candidate has taken in fulfillment of degree requirements, but as there is a typical

scope and sequence, examination questions tend to be similar for most in each cohort. At the point at which most candidates take comprehensive examinations, the following illustrates a typical type of question asked.

*As a school psychologist you are part of an evaluation team working with a child. When sharing results, team members concur that the child should receive assistance because of a mild-to-moderate learning disability as affects reading in particular. He also is beginning to demonstrate some problems with attention-seeking behavior which detract from his learning and that of the other students in class.*

- a. Identify and describe at least three academic interventions which the general/education classroom teacher could use with the child.*
- b. Describe at least two behavioral interventions which the classroom teacher could use with the child. Cite specific theoretical principles associated with your methods.*
- c. Describe methods to monitor the child's progress for one intervention cited above.*

Comprehensive examinations relate to foundations of the profession, problem solving and interventions (both academic and behavioral), application of theory, evaluation of instrumentation used for planning, assessments methods including functional behavioral processes, professional development, and student intervention processes. There are typically six questions asked, which are aligned to program standards. A rubric used to score Comprehensive Examinations may be seen in Appendix K.

The two core School Psychology faculty members use a rubric to score each exam question independently without knowledge of the score assigned by the second evaluator, of candidate identity or of scores on other questions. If the candidate has more or less than six questions, the results are weighted accordingly. To be acceptable, no response to any given question may have a mean rating below 4.0. The total of both raters across all questions will be obtained, for a range of 12-48 for each standard-aligned score and a range of 24 - 96 for a total score on this assessment.

In the event that a candidate does not achieve a passing total score, faculty reach consensus in deciding whether they will 1) ask the candidate to clarify/expand answers in a verbal or written follow-up session; which if completed satisfactorily will result in a pass, and/or 2) fail the candidate. In the event of failure, the candidate will automatically be put onto probationary status (meaning their degree candidacy is withdrawn) until they can successfully undertake activities required to allow them to retake and pass the entire examination. Accompanying this probationary status will be a learning contract describing remedial courses and/or experiences which the candidate must satisfy prior to being allowed to retake the comprehensive examination. In any event the candidate's advisor will share faculty grades and comments from the first administration with the candidate in recommending remedial action

as necessary. Failure to pass comprehensive examinations means that the student cannot be moved to M.S. degree candidacy status, or if they entered the program as Ed.S. status, they cannot move to field experiences.

Successful completion of the comprehensive examination requires that the program completer demonstrate acceptable knowledge of subject matter specific to knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. They must then demonstrate acceptable proficiency in planning and communicating instruction, intervention, or other professional practice in ways that make content meaningful.

Successful completion of the comprehensive examination additionally requires that the program completer demonstrate content knowledge and beliefs relating to sensitivity and skills needed to work with individuals of diverse characteristics. They then must demonstrate acceptable proficiency in planning and communicating instruction, intervention, or other professional practice in ways that make content meaningful, specifically in context of the nature of learners in the target population. They must also show acceptable proficiency in and to show alignment of assessment data to intervention. That is, to show that the strategies have been selected based upon individual characteristics.

For candidates who are other than exemplary in their comprehensive examinations, it is strongly recommended that they arrange with their advisor a review of their comprehensive examination results, question by question, to enable them to best understand where they may lack content knowledge which will be assessed later in the program via the Praxis II.

### **Comprehensive Examination Procedures:**

The following describes the typical procedures, but is not guaranteed as circumstances sometimes cause a small variation in these procedures. The details of date/time/sessions will be relayed to candidates in a letter or email which will arrive as confirmation after they have signed up for the examinations.

Comprehensive Examinations are usually scheduled the first Saturday each April and November, usually in a computer lab, e.g., the Davis lab on the third floor. The examination is usually given in two segments. First Segment: 8:30 a.m. – 10:30 a.m. Second segment: 11:50 p.m. – 12:50 p.m. These are traditional dates and times but are not guaranteed: The dates and times will be announced in January for spring and in August for fall comps each year when sign-up opens.

Instructions will be given to the candidates and will often consist of something such as this:

- Please be punctual as you will not be permitted additional time for the exam should you be late. No notes or other information will be allowed in the computer lab. The exam answers are to be saved to the computer desktop.
- As candidates arrive, assure they are spread about the room.
- Prior to exam beginning, they should be told to open up Microsoft Word, and reminded that this program is the ONLY thing they can refer to during the exam. No printed materials, no looking at their cell phones, no .pdfs, no browsers allowed.
- Remind them to turn off cell phones, and remind them to use the restroom as once each session begins they are expected to remain until finished.
- Naming and location of their answer files: Tell them that each session will consist of multiple (in the case of school psych, three) questions. Each question needs to be saved separately as its own MSWord file. **As a naming convention, they should name the file with last name, session # and Q #. For instance, "SmithS1Q1" "SmithS1Q2" and "SmithS1Q3" for John Smith's answers to the first sessions questions 1, 2, and 3. Prior to each session beginning, they may wish to open three MSWord docs, and save each with the designated file name to avoid accidents. They should save all files to the desktop.**
- Promptly at 12:30, the "first session" envelopes are distributed. Let them know that if they finish before the session ends at 2:30 that they may leave the room and do whatever they wish, so long as they return by second session.
- The questions asked in their packets are self-explanatory and there is nothing further you can tell them except "do your best to answer the questions as written."
- As each session ends, the proctor will take a blank memory stick and copy each individual's files to it for later faculty review, and will then delete the files from the candidate's lab computer.

Special note: if the candidate has a documented disability and an accommodation plan on file with the Office of Disability Services, and need accommodation for this examination, it is important that in advance of the examination they meet with the program director to present documentation so that accommodations can be made. If candidates fail to do this, appropriate accommodations may not be made.

### **Degree Requirements: Specialist in Education**

The requirements listed in Appendix F represent a combination of degree requirements, program policy, accreditation requirements, and professional requirements for licensure. The Specialist in Education degree may be awarded after the completion of the hours listed in the degree plan and these other requirements.. The Specialist in Education degree requires candidates to earn no grade lower than a "B". A thesis or project plus a three-credit elective course is required for the completion of this degree. All degree requirements previously discussed must also be met, i.e., it is not possible to earn the Ed.S. unless all M.S. requirements have been met as well, usually in the form of earlier M.S. coursework and/or probationary coursework detailed by the advisor upon acceptance to the Ed.S. program. The residency

requirement of one full semester as a regularly enrolled full-time student or one summer session for at least five weeks on campus must also be met. The candidate must be enrolled the semester that he or she graduates.

The supervised practice is completed as part of the Specialist in Education program. It consists of a minimum of 600 clock hours (one full semester) and the majority must be done in a public school setting under the supervision of an approved, fully certified, and experienced school psychologist (cf. Appendix P). Further details are available in the syllabus (Appendix N) for PY838: Practicum in School Psychology.

### **Elective Credit**

In undertaking Ed.S. degree planning, one consideration is that as part of the process, candidates must complete 3 elective credits (those occasional thesis track candidates will have 1 credit hour to complete instead). Later in this handbook (in the research requirements section) is an extensive discussion of the thesis vs. project option. The course(s) taken to fulfill this elective credit must be approved by the academic advisor and must appear on the Ed.S. degree plan, a sample of which is in Appendix D.

Typically, elective credit must align to School Psychology Program goals as detailed in Chapter One of this document. Candidates should discuss with their advisor their professional interests and select elective course(s) which align to program goals and their own preferences. In most cases, candidates are interested in adding to their administrative, clinical, early childhood, or mental health knowledge and skills. The following is a list of pre-approved elective credit that aligns to School Psychology Program goals. If a course of interest is not on this list, but the candidate believes it aligns to program goals, candidates may solicit approval from their academic advisor for its inclusion on their degree plan.

Educational Administration:	Credits
EA 811 Supervision and Evaluation	3
ED 833 Beliefs, Values, & Issues in Ed.	3
EA 830 School Leadership Theory	3
ED 820 Curriculum Leadership: Models	3
EA 849 Educational Law and Regulations	3
EA 888 School Systems Management	3
EA 750 Technological Applications	1
 Clinical Psychology:	
PY803 Research Problem in Psychology	1-3
PY806 Personality Assessment	2
PY827 Seminar in Psychopathology	3
PY847 Techniques of Psychotherapy	3

PY848 Family and Group Systems Psychotherapy	3
PY849 Ethics and Professional Practice	3
PY858 Interdisciplinary Referral and Collaboration	3

#### Rehabilitation:

RE660 Introduction to Addictions	2
RE670 Alcohol and Drug Abuse in Counseling	3
RE681 Family Issues in Rehabilitation	1
RE692 Vocational Information and Assessment	3
RE744 Conflict Resolution	1

#### Early Childhood:

CD744XA Child Abuse/Neglect Reporting	1
CD744XC Creating Positive Settings	1
CD744XD Understanding Children's Temperament	1
CD744XF Cultural Competency	1
CD785 Enhancing Artistic Creativity of the Young Child	3
CD840 Working with Infants/Toddlers and their Families/Special Needs	3

#### School Counseling

SC700XA Introduction to Secondary School Counseling	3
SC705XA Introduction to Elementary/Middle School Counseling	3
SC710A Multicultural Counseling	3
SC715A Parenting and Parent Consultation	3
SC820A Career Counseling and Development	3
SC825 Counseling Theories	3
SC860XA Leadership and Advocacy	3

### **Residency Requirements**

The residency requirement of one full semester as a regularly enrolled full-time student or one summer session for at least five weeks on campus must also be met. It need only be met once during the program, e.g., during either their M.S. or, (for individuals accepted directly into the Ed.S. program), during the Ed.S.

Related to the residency requirement is the requirement that candidates must be enrolled the semester in which they intend to graduate.

### **Comprehensive Examination for respecialization Ed.S. Candidates**

For candidates who enter the program with an M.S. already completed and who are therefore accepted directly into Ed.S. studies, but who did not earn an M.S. in school psychology from ESU, the comprehensive examination is a requirement that must be completed prior to field experiences. The Comprehensive Examination is offered once each semester (fall and spring). Notice of the date and time are posted on the event board outside the Department Office, Visser Hall 327. Candidates sign up to take the exam in the Department Office. Full details of this assessment for these candidates are identical to policy and procedure described earlier in this chapter for M.S. candidates.

### NCSP Praxis II Exam

Candidates are required to take the National Licensure for School Psychologists (NCSP) Praxis Exam and submit their score report to the program director prior to being awarded their Ed.S. Degree. The full results of the exam (including the subscores) must be submitted to the Program Director. That is, candidates must make a copy of the results they receive in the mail and send it to the Program Director via snail mail or as an image attachment to email. **Even if candidates indicated on the test that they wanted the results sent directly to the program, this does not occur unless at least 10 candidates from ESU have taken the test that semester. This rarely if ever happens, so it is important that candidates forward on the results that they receive from ETS directly on to the Program Director,** who needs it for program evaluation purposes.

Submitting full results to the program director is mandatory, i.e., an Educational Specialist (Ed.S.) degree requirement states that the candidate must “achieve a state of Kansas passing score on the Praxis II series School Psychologist examination. Full results, including subscores for all content areas, must be made available to the Program Director.” Without your Ed.S. awarded, you aren’t eligible for enrollment in internship, or to submit to KSDE for your provisional license.

### Licensure

The candidate is eligible for recommendation for provisional licensure as a school psychologist after completion of the Ed.S. degree, including the final exam requirement (i.e., Ed.S. project/thesis completion). Upon completion of the Ed.S. degree, and attaining the minimum Kansas cut score on the Praxis II licensing exam, the candidate obtains a provisional license which allows them to begin a year-long paid internship. Completion of this internship and its requirements marks School Psychology Program completion. It is possible to complete the internship part-time across two academic years, so long as all other parameters of the position meet all internship requirements and the candidate remains in good standing in the program: meet with program advisors to discuss details.

With program completion, the candidate may be recommended for full initial licensure as a school psychologist in Kansas. Additionally, with this and achievement of the minimal cut score (currently 147 on test #5402) on the Praxis II licensing exam, candidates are eligible to

obtain a Nationally Certified School Psychologist (NCSP) credential. Instructions for application for the NCSP will be discussed with the candidate by their university supervisors, but are available at [http://www.nasponline.org/licensure/becoming\\_NCSP.html](http://www.nasponline.org/licensure/becoming_NCSP.html).

## Graduation Requirements

### Intent to Graduate

Candidates for a graduate degree, whether M.S. or Ed.S., must complete the [Intent to Graduate form](#). It is a formal document that is to be filed by a graduate student nearing the completion of his/her degree. The following are the deadlines of the Office of Graduate Studies:

Spring Prospective Graduates	"Intent" due <b>November 1</b> of the preceding Fall semester
Summer Prospective Graduates	"Intent" due <b>March 1</b> of the preceding Spring semester
Fall Prospective Graduates	"Intent" due <b>July 1</b> of the preceding Summer semester

The Intent to Graduate form is available in the Office of Graduate Studies in Plumb Hall 313 or preferably at <http://www.emporia.edu/grad/graduating-students/>.

Failure to give notice of intent to graduate by these dates may cause a delay in graduation. This procedure must be done for both the Master of Science and Specialist in Education degrees.

### Time Limit

As consistent with the requirements of the Kansas Board of Regents and the Teachers College [Policy and Procedure Manual](#), each graduate degree, the Master of Science and Specialist in Education, must be completed within seven (7) years from the date of initial enrollment. In the case of compelling circumstances, the Department of Psychology may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. All work over ten years old cannot be used to satisfy the requirements of graduate degrees at Emporia State University.

If the time limit issue may affect them, it's very important that candidates communicate with their advisors and/or the Program Director in order to understand these parameters and procedures for satisfying them.

### Graduation Ceremonies

Candidates have the option of participating in graduation ceremonies at the completion of the master's degree and again at the completion of the specialist degree. Graduation

ceremonies are held in May and December; a candidate who completes his or her degree requirements at the end of the summer session may choose to participate in the December ceremony.

## Chapter 3

### Application Procedures and Assessment System

Visit <http://www.emporia.edu/grad/admissions/> for the on-line graduate application and instructions.

Assessment information needed by different departments and programs varies considerably. For example, the data needed for the educational leadership, school counselor, and curriculum and instruction programs are all different and are collected using varying assessment techniques. However, The Teachers College (teacher education Unit) has defined an overall assessment plan, and data from the various departments feed into this Unit Assessment System. The sequence of the **Teachers College Unit Assessment System** for performance assessment of advanced candidates includes five decision points. The School Psychology Program's plan for performance and disposition assessment of advanced candidates integrates within the five step sequence but includes seven interrelated decision points.

Sequence of Unit (TC) Decisions	Sequence of School Psychology Program Decisions	Disposition Assessment Points
1. Admission to Advanced Study	1. Admission to Advanced Study	1. Data taken during admission to advanced study and used to determine admission to program.
2. Admission to Program of Study	2. Admission to Program of Study	
3. Internship, Practicum or Other Practical Application	3. Completion of M.S. Degree and Admission to Ed.S. Candidacy	2. Data taken during admission to Ed.S. candidacy and used to determine admission to practicum, prior to admission to Ed.S. candidacy
	4. Admission to Practicum	
4. Completion of Internship, Practicum or Other Practical Application	5. Completion of Practicum and Ed.S. degree	3. Data taken during practicum experience and used to determine completion of practicum, Ed.S. degree, and admission to internship.
	6. Admission to Internship	

5. Program Completion	7. Program Completion	4. Data taken during practicum experience, used to determine admission to internship, data taken during internship used to determine program completion.
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The Teachers College assesses its professional programs in alignment with the University's mission, the Unit's mission and goals, state and regulatory agencies, the Unit's conceptual framework, and research based best practices for preparing educators of the future.

**Step One: Admission to Advanced Study – Application for Admittance to the School Psychology Program**

Students seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must first be admitted to the Graduate School of the University. This occurs by meeting the following requirements:

- Submission of an "Application for Admission to Graduate Study" form online at <http://www.emporia.edu/grad/admissions/>.
- Submission of all undergraduate and graduate transcripts.
- Completion of a bachelor's degree from an accredited college or university.
- A grade point average of not less than 3.0 overall, or a 3.25 on the last 60 semester hours for the masters program, and 3.50 on the masters program coursework for admission to the Education Specialist degree.
- Course prerequisites: A minimum of 20 semester hours of psychology or related fields at the undergraduate level. This must include introductory psychology, developmental psychology, descriptive and/or research methods, history/foundations of psychology, and learning/cognitive theory or educational psychology. These may be satisfied by equivalents as determined by core program faculty. It is not uncommon that some prerequisite course work is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
  - Individuals with an M.S. degree in a field related to school psychology may already have met these requirements via related coursework, and should discuss these prerequisites with an advisor during the admissions process.
- For international applicants whose first language is not English, submission of a TOEFL score which is in the good to high range in reading, listening, speaking and writing and reflects a Lexile range encompassing a minimum of 1350-1400L.

- Three letters of recommendation (form in Appendix B and also available at <http://www.emporia.edu/~persingi/SPYlettersofrecd.doc>) from professionals who can comment on the applicant's potential for completing advanced graduate studies. Additional letters (e.g., from friends or family members) which address issues the candidate believes relevant may also be submitted, but the application is not complete without the three letters from professionals that provide the information requested in the form. Instead of using the paper forms, you could ask references to complete the [online form here](#).
- A statement of purpose or letter of intent. Its purpose is to introduce themselves to the committee, make clear that they understand the profession of school psychology, and should demonstrate that they have the academic background, maturity, and diligence to succeed in the program. The letter of intent helps the admission committee understand the context of the application and facilitates admissions decisions. It should discuss any experience or background relevant to their interest in pursuing school psychology as a profession. It should also explain anything in the application materials that they believe should be elaborated upon. For respecialization candidates, it should make clear that your intent is bypassing of the M.S. degree and direct admission to Ed.S. studies as a respecialization candidate.
- Candidates in the program who have completed an M.S. in school psychology at ESU, and who have applied to move forward into the Ed.S. program, need a [letter of recommendation](#) completed by one core faculty member in the program.

These items are all required: Applications are not considered complete and will not be reviewed until all of these elements have been received.

A final requirement is completion of an admissions interview, which often occurs prior to the application being complete (e.g., while respecialization applicants are seeking advising) but which otherwise will occur once application materials are submitted. The interview may be done via phone/Skype with a member of the School Psychology Program core faculty.

Although applications are accepted year-round, in order to offer applicants an assurance that an admissions decision and enrollment may begin on the desired schedule, applications should meet specified deadlines. Applications should be completed by **March 1<sup>st</sup>** to assure that a program of study may begin during the fall semester, and **October 1<sup>st</sup>** for a program of study which begins during the spring semester. Materials arriving after those dates will be given due consideration, but an admissions decision may not be completed in time for enrollment during the desired semester.

Materials may be submitted, and/or [admissions questions](#) directed to:

Attn: School Psychology Admissions Committee  
Office of Graduate Studies  
1 Kellogg Circle  
Campus Box 4003

Emporia, KS 66801  
Voice: (620) 341-5403  
Fax: (620) 341-5909

Questions specific to the School Psychology Program should be sent to the director Dr. Jim Persinger at [jpersing@emporia.edu](mailto:jpersing@emporia.edu) or phone (620) 341-5317. Most questions will probably be addressed in the latest program information, including this candidate handbook and/or the [program website](#).

### **Admission to the Education Specialist program in School Psychology.**

#### ***For candidates who are completing an M.S. in school psychology at ESU:***

Admission to the Specialist program will be contingent upon successful completion of the Master's program and School Psychology Program Committee review and acceptance. All applicants in those circumstances must submit a recommendation form (available in Appendix B or available online at , <http://www.emporia.edu/~persingi/LetterofRecSPY.pdf>) completed by at least one core School Psychology Program faculty member. Disposition assessment (Appendix J) will also occur and must be satisfactory. Candidates must earn a Master's degree in School Psychology at Emporia State University. The application for the Ed.S. degree program should occur during the final semester that Master's degree program requirements are being completed. Candidates requesting exceptions to this must submit a written request to the Program Director and this request will be reviewed and decided on by the School Psychology Program Admissions Committee. Upon meeting these requirements, M.S. candidates will earn that degree and then proceed forward into the Ed.S. program, and upon completion of that, a passing Praxis II score, and the internship requirements will have completed our NASP-approved program and be eligible for the Nationally-Certified School Psychologist credential.

***For candidates who do not have an M.S. in school psychology at ESU, but wish to be directly admitted to the NASP-aligned but NOT NASP-approved Ed.S degree program as a respecialization candidate:*** Admission to the Specialist program requires completion of the regular admissions process as described at the top of this chapter in "Step One." Those admitted on this basis will be required before admission to degree candidacy or field experiences to complete residency requirements and Comprehensive Examination requirements described in this handbook.

A significant percentage of candidates are accepted into the respecialization Ed.S. program if they already have an M.S. degree in school psychology from another university, or an M.S. degree in clinical psychology, adaptive education, school counseling or related profession. In these instances, some school psychology M.S. coursework may not have been taken by the candidate, in which case it will become a probationary requirement of their Ed.S. degree. That is, they will not be eligible for Ed.S. candidacy unless every course in the curriculum is taken at ESU, transferred in as

credit, or an equivalent completed in earlier graduate studies. For candidates with such probationary requirements, some of the Ed.S. level coursework may, with permission of the advisor, be taken concurrently with the probationary Master's coursework.

**Transfer Credit.** Graduate credit earned in other institutions of recognized standing may be transferred for credit toward the Masters or Specialist in Education degree subject to the following conditions:

- No more than nine (9) semester hours of credit may be transferred toward M.S. requirements, and no more than six (6) credit hours may be transferred toward Ed.S. requirements; No more than 15 total credit hours may be transferred for credit toward both degrees combined.
- Such courses must be from a regionally accredited institution (i.e., CAEP or NASP) and taught by regular members of the graduate faculty and listed as carrying graduate credit in the catalog of the institution from which they are being transferred.
- A grade of "B" or higher must have been earned in all such transfer credit.
- Official transcripts of all transfer work must be on file in the Graduate Office prior to submitting degree plans.
- You should informally work with an advisor at this point, using Appendix A, to start the process of documenting which of your earlier graduate coursework completed at ESU or at another university is substantively equivalent to the required program coursework.

**Step Two: Admission to Program of Study – Acceptance into the School Psychology Program and Progression Through M.S. Degree Candidacy**

Once admitted to the Graduate School of the University, those seeking acceptance into the graduate degree programs for Master of Science/Specialist in Education in School Psychology must be admitted to the School Psychology Program as a degree-seeking candidate. This occurs as follows:

- Candidates are subjected to a careful screening process by a School Psychology Program admissions committee which consists, in the least, of core program faculty and the department chair. The committee reviews undergraduate GPA, graduate GPA (if applicable), course prerequisites, employment history, work experience with children, personal and professional references, disposition assessment, and a personal interview with one or more members of the core program faculty. These materials are reviewed to determine whether prerequisite content knowledge, dispositions, learning capacity, and potential for program success support admissions acceptance. Upon admission, each candidate is assigned a School Psychology Program core faculty member as advisor. Typically, the program director will advise the respecialization candidates, and other faculty members will advise traditional candidates. If the candidate prefers a

certain faculty member as their academic advisor, it is acceptable and appropriate to convey this to the program director who will try to accommodate.

- Each semester the candidate's grades are reviewed by the advisor. In case of insufficient progress, the advisor contacts the candidates. The admission requirements and this early warning procedure are helpful in correcting academic problems at their inception.
- As part of the evidence that candidates are meeting content knowledge requirements established by KSDE, CAEP, and NASP, candidates in school psychology are required to attain a B or better in all courses as outlined by program and degree requirements. Candidates who do not attain this minimum grade requirement for one or more courses will not be released for degree candidacy and must repeat the course, or at the discretion of the course instructor may be assigned remedial work as needed to change the grade to a B or better. Candidates who earn below a minimum of B in more than one course or whose overall graduate GPA falls below 3.5 will be placed on academic probation and a learning contract completed. A failure to satisfy the learning contract requirements on the timeline given will result in removal from the program. Candidates may pursue an appeal process as outlined in the Academic Appeals Policy of the Teachers College, available in the [Teachers College Policy and Procedure Handbook](#) section 3f.01 and also described in Appendix H.
- Upon satisfactory fulfillment of the admission criteria and completion of the first 6 to 12 hours with satisfactory GPA and a B or better attained in all courses, the candidate will be eligible for candidacy for the degree sought. Candidacy is the formal approval (of the advisor and departmental chair) for pursuit of a graduate degree after it is determined that all specified admission criteria have been met, probationary terms have been completed, etc... Requirements of M.S./Ed.S. graduate degrees, as detailed below, must then be met before awarding of each respective degree.
- During the semester of admission to M.S. degree candidacy, the candidate must meet with their advisor and complete an approved degree plan (Appendix C). Candidates who have been admitted to degree candidacy for the Ed.S. also need to complete an approved degree plan (Appendix D). This is also a good time for respecialization candidates to utilize Appendix A in assuring that all courses on their Ed.S. degree plan, all transfer credit, and all graduate coursework completed outside of the program and/or university that has been approved as equivalent is documented. Failure to assure these equivalent and transfer courses are approved can result in a situation in which the candidate earns their Ed.S., but is not eligible for a license from KSDE!
- Candidates are expected to continuously demonstrate dispositions appropriate to the profession. At specified times detailed in the sequence above (i.e., during admissions to M.S., during admission to Ed.S., pre-practicum, during practicum, at completion of practicum, during internship, and at completion of internship) candidate's dispositions will be assessed. Also at any other time at their discretion, University faculty may submit a disposition assessment form (Appendix J) to the advisor, which if unsatisfactory will result in a learning contract being completed with the candidate, whose intent is to provide feedback to the candidate and attempt to remediate the deficiency. A failure to

satisfy the learning contract requirements on the timeline given will result in removal from the program. Further details about the program and university's dismissal/withdrawal policies are in Appendix G.

### **Step Three: Internship, Practicum or other Practical Application – Completion of the M.S. Degree and Admission to Ed.S. Candidacy, and Admission to Practicum**

After a candidate has successfully completed Admission to Program of Study requirements and has been approved by the practicum coordinator, the candidate is permitted to participate in the practicum field experience and course.

The application for admission to school psychology practicum reviews those elements specific to practicum and is available in Appendix I

- The candidate should have all elements needed to be ready for degree completion, which is contingent upon practicum completion. Those degree completion elements include
  - Ed.S. degree plan is filed
  - The candidate has filed their intent to graduate
  - All probationary requirements are satisfied
  - Residency has been established
  - Comprehensive examinations were satisfactorily completed
  - The candidate has made arrangements to take the Praxis II licensing exam
  - The candidate has obtained satisfactory disposition assessment (Appendix J details procedures and forms used)
  - State-required background check and TB testing is complete and satisfactory.
  - The candidate has coordinated with a school district regarding supervision and further requirements needed for placement.
  - Satisfactory content knowledge and skills have been demonstrated in the school psychology curriculum through course completion, no grades below a B, and satisfactory completion of pre-practicum program assessments.
  - The candidate's other obligations, including satisfaction of research requirements, employee requirements unrelated to practicum, and personal obligations are not in conflict with completion of field-based experiences.
- The candidate should complete the application for admission to school psychology practicum (Appendix I) and submit it to the practicum coordinator by Nov 1<sup>st</sup> (for practica beginning in spring) or April 1<sup>st</sup> (for practica beginning in fall). Comprehensive Examinations may not have been completed prior to submission of this application, but so long as the candidate has signed up for the exam they are eligible to submit this application.
- The candidate should set up a meeting with the practicum coordinator shortly after delivery of the form, to arrange practicum orientation and enrollment in practicum for the following semester if they are determined eligible.

#### **Step Four: Completion of Internship, Practicum or Other Practical Application – Completion of Practicum and Ed.S. Requirements, and Admission to Internship**

The requirements listed in Appendix F represent a combination of degree requirements, program policy, accreditation requirements, and professional requirements for licensure. The Specialist in Education degree may be awarded after the completion of the hours listed in the degree plan and these other requirements, (many of which will already have been completed at step three, pre-practicum) as follows:

- Candidate has an approved Ed.S. degree plan signed by advisor, department chair, and graduate dean, on file in the Graduate Office.
- Any and all probationary requirements listed in the admissions letter are met, including, for those respecialization candidates who did not complete an M.S. in school psychology at ESU, completion of any M.S. courses which they have not yet satisfied.
- Unless they already did so while completing the M.S. degree at ESU, the candidate must meet residency requirements of one full semester as a regularly enrolled full-time candidate or one summer session for at least five weeks on campus.
- Unless they already did so while completing the M.S. degree at ESU, satisfactory completion of the Comprehensive Examination.
- Every course listed on the filed Ed.S. degree plan has been completed with a grade no lower than a “B.”
- Candidate has taken the Praxis II School Psychologist test, received a passing cut score (currently 147 on exam #5402) and provided a copy of those results to the program director.
- Candidate has successfully completed the Ed.S. thesis or Ed.S. project, and elective credit (see this handbook for details).
- Obtained satisfactory disposition assessment results (Appendix J) from faculty.
- Candidate has submitted to the [Office of Field Placement and Licensure](#), through the Education Licensure Officer, all forms and payment needed in application for their conditional license.
- All practicum course requirements have been satisfactorily completed, with an earned grade no lower than a “B,” and any standards-aligned assessments satisfactorily completed.
- The candidate must be enrolled during the semester that he or she graduates.

For respecialization candidates, in addition to all Ed.S. requirements needing to be met, in order to be eligible for the Ed.S. degree the candidate must essentially meet all M.S. degree requirements previously discussed. For courses, this will usually be in the form of earlier equivalent M.S. coursework completed at another university or in another program at ESU, transfer credit, and/or completion of probationary coursework detailed by the academic advisor upon candidate acceptance to the Ed.S. program. Every course in the program **MUST** have been taken at ESU or an equivalent identified and agreed to before Ed.S. candidacy will be granted by the Department of Psychology. Other requirements such as disposition assessment,

g.p.a. and grade requirements, required program assessments (e.g., the comprehensive examination) at the M.S. level all apply to the respecialization candidates as well.

The supervised practicum is completed as a mandatory part of the Specialist in Education program. In addition to involving a campus-based course requirement, it consists of a minimum of 600 clock hours (one full semester) of field based work, the majority done in a public school setting under the supervision of an approved, fully certified, and experienced (cf. Appendix P) school psychologist. In addition to this supervision, candidates are supervised by Emporia State University supervisors (who are usually the practicum/internship coordinators). Based on the candidate's performance and input from the University supervisor and field campus supervisor, the University supervisor assigns a grade for the field experience. The candidate is required to have a minimum grade of "B" in the field experience and satisfactory results on all assessments therein, including disposition assessment (Appendix J) before earning their Ed.S., and therefore being allowed to proceed to the program pre-completion decision point. Further details are available in the syllabus (Appendix N) for PY838: Practicum in School Psychology or in the handbook chapter on field experiences in a later chapter in this handbook.

When all aforementioned Ed.S. requirements are completed, including the practicum field experience and all related products and assessments, satisfactory disposition assessment results, and degree analysis validates to the academic advisor that the Ed.S. will be awarded, the candidate meets with the program director for approval of their enrollment in the internship, and to arrange internship orientation.

### **Step 5: Program Completion – Completion of the Internship in School Psychology**

With step four completed, candidates are eligible for a one-year provisional license from KSDE: Obtaining licensure is a requirement for beginning internship. Upon satisfactory completion of all elements in step four, including practicum and Ed.S. degree completion, program faculty and the Emporia State University Education Licensure Officer will give a recommendation to KSDE for provisional licensure as a school psychologist. This allows the candidate to begin a year-long paid internship, completion of that internship marking School Psychology Program completion. Internship may not begin until the Ed.S. is awarded, and final disposition assessment completed during practicum is satisfactory.

Evaluation of the school psychology intern is a joint effort between the university internship coordinator/instructor, the field supervisors, and a consumer of services such as a Director of Special Education or building administrator. An agreement regarding internship parameters and responsibilities of all parties is reached (Appendices Q and T). At the end of each semester the field supervisor will complete a written evaluation of the candidate's performance using the evaluation forms; this also incorporates disposition assessment. Additional products (cf. Appendix O) are also completed by the intern as align to content knowledge and skills standards. Candidates are expected to perform to at least an entry-level competence level across all KSDE and NASP domains listed within numerous assessments

(cumulatively called the “internship folio”) detailed in its own chapter and included appendices within this handbook.

To summarize parameters comprehensively described in Appendices O and Q, no hours accrued, products completed or other aspects are eligible as “internship” unless the experience occurs:

- After Ed.S. degree completion, which itself is contingent upon the candidate having submitted full passing Praxis results (including subscores) to the program director.
- With approval and supervision by university faculty who serve as core trainers in the School Psychology Program.
- Concurrently with enrollment in the internship experience
- Under supervision by an experienced (at least three years), licensed, Ed.S. level school psychologist
- After an orientation to the internship experience has been provided on site by the university supervisor.
- After formal agreement (Appendix S) to internship parameters (Appendix Q) has been agreed to by the LEA, field supervisor, university supervisor, and intern.

To summarize parameters comprehensively described in Appendices O and Q, completion of internship requires at a minimum:

- The internship experience will cover one school year or 9 months time minimum and will require a minimum of 1400 contact hours, the majority of which are completed in a school setting.
- The candidate provides evidence of:
  - Student services operating within a problem-solving team framework.
  - A full range (i.e., tiered) of services for children with and without special needs.
  - Services which involve children with diversity of characteristics including exceptionalities, ages, etc....
  - Balanced involvement in direct and indirect school psychological services.
  - Opportunity to provide population-based mental health services, and other advocacy opportunities which benefit all children.
- Accessibility to and supervision by at least one Ed.S.-certified school psychologist with at least three years of post-internship experience as a licensed school psychologist.
- Satisfactory completion of all internship assessments (i.e., the “folio”) which demonstrate entry-level competence in school psychologist content knowledge, skills, competencies and dispositions, as aligned to KSDE and NASP standards
  - Concurrently with this, a passing grade entered for PY910 and PY920, Internship in School Psychology I and II

Upon evidence that all internship parameters (Appendices O and Q) have been met, the regular program candidate internship is considered complete. Upon completion of the internship, this candidate's official transcript will then read "Completed a NASP Approved School Psychology Certification Program." With this and achievement of a passing score on the Praxis II National School Psychology Examination earned prior to internship, regular candidates are eligible to obtain a Nationally Certified School Psychologist (NCSP) credential. Instructions for application for the NCSP will be discussed with the candidate by their university supervisor, but are available at <http://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>.

**Respecialization candidates will not receive this designation on their transcript. However, the program director will discuss with them how to apply for the NCSP as a candidate from a non-approved program, which their transcripts and NASP-aligned internship folio will greatly assist with.**

With program completion, both candidates may be recommended for full initial licensure as a school psychologist in Kansas.

### **Procedures for Disposition Assessment**

A description of these procedures and tools used appears in Appendix J.

1. Dispositions will be assessed by core faculty at key decision points as specified in the assessment system (i.e., during admissions to M.S., during admission to Ed.S., pre-practicum, during practicum, at completion of practicum, during internship, at completion of internship: see assessment system above for details). It may also be assessed by any ESU instructor at their discretion or at the request of a core faculty member. If dispositions are unacceptable, a plan for improvement (i.e., "learning contract") will be developed for the candidate to follow during a probationary period.
2. Whenever concerns with disposition arise, they will be documented by letter in the candidate's file. Dispositions will be assessed throughout coursework and documentation included in the candidate's file. Concerns will be discussed with the candidate for purpose of feedback and to provide remediation assistance as necessary.
3. The program validates acceptable dispositions of candidates for admission to practicum and/or internship. If dispositions are unacceptable, the candidate will be denied admission to the practicum and/or internship until the conditions of a learning contract are fulfilled, or if the issue is minor a contract will be developed for the candidate to complete concurrently with the field experience.
4. The candidate may file an appeal if admission to practicum and/or internship is denied.
5. A final assessment of dispositions is done at program completion and/or recommendation for licensure.

6. Candidates must meet or exceed disposition expectations on all items, including additional disposition assessment items specific to practicum and internship (sample included at bottom of this document), by the time they complete the program and/or are recommended for licensure.

### **Candidate notification policy**

- Candidates will be given a copy of this policy, a copy of the details of the Advanced Unit Assessment System and sequence, and the appeals policy and procedures.
- Copies of each of these policies will be available in the department office for all incoming and transfer students who wish to pursue an advanced degree. They are also included in the School Psychology Program Candidate Handbook, which is available online at <http://www.emporia.edu/teach/psychology/school/>.
- Candidates will be provided a copy of the policy during advising sessions as needed or upon request.
- Candidates must sign a statement that they understand the policy as written.
- Signed statements will be kept on file in the candidate's permanent and departmental files.
- Candidates will be informed that they must meet all criteria listed on the assessment of dispositions form.

### **Appeals Process**

The candidate may appeal any grade, disposition assessment, or program termination decisions to the Associate Dean of the Teachers College. Appeals will follow the Emporia State University's Academic Appeals Process. Candidates may pursue an appeal process as outlined in the Academic Appeals Policy of the Teachers College, available in the [Teachers College Policy and Procedure Handbook](#) section 3f.01 and also described in Appendix H.

## Chapter 4

### Candidate Fees, Resources, and Support

#### Graduate Application and Fees

M.S./Ed.S. degree-seeking and licensure/relicensure graduate candidates must pay a small, non-refundable application fee as part of the process of being accepted for study at Emporia State University. This fee will be assessed only once per degree or licensure/relicensure/licensure. Payment of the application fee is paid with the application for admission to graduate study, details of which are discussed in Chapter Three.

Basic per semester tuition and fees can be found on the .pdf [at this link](#), which changes periodically so you may need to check directly on the ESU website for the latest. For out of state candidates this will change, the amount much dependent upon whether the candidate's residence makes them part of the MSEP Program or NEARR Program: See [Details here](#).

#### Services for Candidates with Disabilities

The Office of Disability Services coordinates accommodations for students with documented disabilities at Emporia State University. Students must register with the office to receive accommodations. Students with disabilities who do not require accommodation may choose to register with the office in order to be informed of scholarships, employment opportunities, and disability-related events. The office provides information and referrals to promote successful transitions to college and work. We encourage candidates to plan ahead to facilitate the timely provision of accommodations. More information about registration, accommodations and services is available at <http://www.emporia.edu/disability/>.

#### Child Care Services

Emporia State University has its own on-campus daycare center, called the Center for Early Childhood Education (CECE) which is licensed to provide childcare for children 12 months through school age. They operate year-round, including a summer school program, on a schedule which parallels that of Emporia State University. The CECE is located in the Butcher Education Center at 15th and Merchant, strives to provide a high quality early childhood environment for children of ESU students, faculty, and the surrounding community. In addition, CECE serves as a practicum and observation site for ESU students training to be early childhood and early childhood special education teachers. CECE is adjacent to Visser Hall, making them proximate to most classes that school psychology candidates will attend. More information available at <http://www.emporia.edu/teach/cece/>.

## **Financial Aid**

Information about financial aid is available in the Office of Student Financial Aid, 103 Plumb Hall, (620) 341-5457. The most current information can also be viewed at <http://www.emporia.edu/finaid/>. Graduate candidates are eligible for loans. To apply for a loan, candidates must complete the Free Application for Federal Student Aid, available in the Office of Student Financial Aid. This form must be completed and submitted each year. A renewal form will be sent to the applicant's last known address, or the forms available in the Office of Student Financial Aid may be used. Procedures and eligibility requirements are best discussed with financial aid staff.

For candidates with Perkins Loans, there is a post-graduation loan cancellation program for candidates who are eligible, that may apply to some School Psychology candidates working in specific regions and/or with specific populations. For example, a person who works as a school psychologist in a low income school district or who works primarily with children with disabilities may be eligible for loan cancellation over a five year period. Graduates are considered for the program on an individual basis. To determine whether a candidate is eligible requires a Perkins Loan exit interview and financial aid staff assistance available in 103 Plumb Hall 103.

## **Loan Forgiveness**

The College Cost Reduction and Access Act, and the Higher Education Opportunity Act, have created new loan forgiveness options which will apply to some school psychologists. More information may be seen in the documents available online [here](#) and [here](#). Legislation affecting college loan forgiveness is constantly evolving and candidates are strongly encouraged to do their own investigation, including consulting with the financial aid office for the latest news.

## **Graduate Assistantships**

See <https://www.emporia.edu/grad/graduateassistants/> for graduate assistant information including the link to the application and a downloadable list of available assistantships at any given time. Additionally, program applicants who intend to seek a teaching assistantship in the Department of Psychology are strongly encouraged to discuss this with their program advisor or the director for the latest information about opportunities. GTA positions for the fall semester are selected in early spring from candidates already admitted to their graduate programs, so applicants are strongly encouraged to have their applications to the School Psychology Program submitted on the dates suggested (i.e., by March 1<sup>st</sup> at the latest to begin in the fall semester) if they are to have any chance for the highly competitive honor of being selected as a GTA. The deadline for application as a Psychology GTA is March 15.

At <http://www.emporia.edu/grad/docs/asstbk.pdf> can be downloaded the latest guide which lists graduate assistantship opportunities within each department.

Two types of graduate assistantships, research and teaching, are typically available at ESU. Approximately 184 graduate assistantships are awarded each year. Stipends for full-time graduate assistants, subject to availability of adequate funding, were \$7344 during the 2016-17 academic year: the 2017-18 amount was not available at the time of this handbook's revision. They often include a tuition waiver and full-time graduate assistants are also eligible for Student Health Insurance at a reduced rate. Non-resident full time graduate assistants are assessed fees at the in-state rate.

### **Academic Achievement Awards**

The President of the University has established a number of special graduate assistantships to be awarded annually by the Graduate Council for the purpose of recognizing outstanding academic achievements by assistantship applicants. AAA recipients are required to perform a useful academic service under the direction of the major department, not to exceed 20 hours a week. To qualify for these assistantships, an applicant must hold a baccalaureate degree, have a minimum undergraduate (four-year) grade point average of 3.0 based on a 4.0 system, and have one full year of graduate work remaining to be completed. Holders of these assistantships must enroll for six semester credit hours each term. Approximately 10 awards per year are made. Stipends are set annually at a minimum of \$1,496 and are paid in addition to the regular graduate assistantship stipend. A full-time, regular assistantship is automatically awarded in conjunction with each AAA award. To be considered for an AAA requires an additional application beyond that used to apply for assistantships. Ask the graduate school or your supervisor for the award nomination form.

### **GTA Excellent in Teaching Awards**

The Graduate Council has established this award to recognize excellence in teaching, defined as instruction in both traditional classroom and technology-assisted formats. Eligible graduate teaching assistants must have been awarded a teaching assistantship for both the fall and spring semesters. Information and an application are available at <http://www.emporia.edu/grad/docs/gta.pdf>.

### **Scholarships and Related Candidate Support**

There tend to be few scholarship opportunities available in most graduate programs, particularly with recent national economic difficulties, but there are several which school psychology candidates have been eligible for in recent years. The most current review of those awards is available at <http://www.emporia.edu/grad/scholarships-awards/>. Emporia State University provides assistance for graduate candidates through regular student financial aid programs <http://www.emporia.edu/finaid/graduates/> as well as the following:

**Student health insurance.** Graduate candidates holding a full-time (20 hrs. per week) graduate assistantship for a complete semester are eligible for student health insurance with the university contributing toward the monthly premium. Candidates can enroll for the health insurance through the Office of Human Resources, Plumb Hall 211, (620) 341-5379.

**Educational Opportunity Fund.** This fund was created by the Board of Regents to provide funding for student financial aid and community/campus service programs from August through May. Use of EOF monies is limited to the following purposes: a) Academic scholarships and fellowships for both graduate and undergraduate candidates, b) Need-based grants, including awards to candidates with special expenses such as child care, or groups of candidates historically under-represented in higher education, c) Salaries or grants for candidates participating in public and community service programs, and d) Monies to provide salaries for candidates employed in service programs such as tutoring, day care, and peer counseling and to provide services to candidates. Candidates interested in applying for EOF monies under sections A and B should go to the Office of Student Financial Aid to apply. See <http://www.emporia.edu/getinvolved/asg/educationalopportunityfund.html> for eligibility requirements and to download an application.

**Harold Durst Graduate Research Award.** The Harold Durst Graduate Research Award is presented annually to provide financial support for creative activities and research by a graduate student completing a thesis. Candidates are required to submit a proposal including introduction, background, significance of proposed research/creative activity, methodology, expected outcomes, literature cited, budget, and include a vita. Proposals are reviewed by a sub-committee of the Graduate Council. An application is available at <http://www.emporia.edu/grad/docs/DurstApplication.pdf>.

**Laurence C. Boylan Thesis Award.** The Laurence C. Boylan Award is presented annually as an award for distinguished scholarship in graduate study by honoring outstanding ESU scholars. To be eligible and apply for this award first requires nomination by the candidate's department: It never hurts to ask your advisor about it, though.

**Laurence C. Boylan Scholarship.** The Laurence C. Boylan Scholarship is presented annually to two graduate candidates who have completed at least one year of study with distinction. More information and an application are available at <https://www.emporia.edu/grad/scholarships-awards/laurence-c-boylan-scholarship-award.html>

**Dr. Sharon K. Karr School Psychology Scholarship.** This award is given to a school psychology candidate in recognition of their academic achievement and potential for professional development. The core faculty of the School Psychology Program must

nominate the candidates for the scholarship. Candidates will be notified if they have been selected.

**Graduate Student Research Grants.** The Office of Graduate Studies and Research provides research monies for operating expenses, with a maximum of \$500. A faculty member must participate in and endorse the research. In addition, there is a publication/presentation requirement. The application form for the research grant may be downloaded at <http://www.emporia.edu/research/documents/studentresearchgrants.pdf>

**Office of Disability Services Scholarships.** At <https://www.emporia.edu/disabilityservices/scholarships.html> can be found details and an application for scholarships for students with disabilities at ESU. Graduate scholarships (i.e., for school psychology candidates in good standing) available to those who are eligible.

**Departmental Scholarships.** There are scholarships available in the Department of Psychology to those who meet the specific requirements set by their founders. The David S. Dungan Graduate Psychology Fund is for students pursuing a graduate degree in psychology. The Michael Coughenour Memorial Scholarship has the same requirements, but is only available in the department in even numbered years and goes to a mental health counseling candidate in odd numbered years. The Stephen David Student Opportunity Scholarship goes to any UG/GR student to support scholarship. Finally, as funds are available the Dean of the Teachers College has scholarships available to distribute within the department. The restrictions on all of these highly competitive scholarships is that they are awarded by the faculty of the department based upon the criteria set by the founders, which invariably involve superior achievement and leadership. There is no application process to be considered for these scholarships: To apply, be a superstar in your program of study! Questions may be directed to the chair Dr. Jim Persinger at [jpersing@emporia.edu](mailto:jpersing@emporia.edu).

**Scholarship information for dependents and Spouses of deceased public safety officers or military personnel.** For dependents and spouses of deceased public safety officers or dependents and spouses of deceased military personnel, there is additional scholarship information from the Kansas Board of Regents at [http://www.kansasregents.org/scholarships\\_and\\_grants](http://www.kansasregents.org/scholarships_and_grants).

**Additional Opportunities via ESU.** Additionally, in any given year, there are sometimes other scholarships for which a candidate in ESU's School Psychology Program may be eligible. The most up to date information and applications for opportunities specific to graduate candidates are available at the link cited at the top of this section, <http://www.emporia.edu/grad/scholarships-awards/>, and some additional ones for which graduate candidates are eligible are listed at <http://www.emporia.edu/finaid/scholarships/>. Examples include the Capitol Federal

Savings Scholarship, Classified Personnel Child Scholarships, and William Randolph Hearst Endowed Fellowship for Minority Students.

**KASP Minority Graduate Student Scholarship.** The Kansas Association of School Psychologists supports the graduate training of promising candidates each year, with up to two students awarded \$500 per year each fall. Students are eligible to reapply for a second year of funding. See details and an application form at <http://kasp.org/minority-graduate-student-scholarship>.

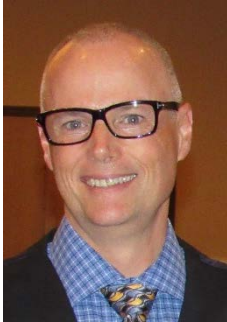
## Chapter 5

### Faculty

#### Faculty – Core (assigned full time to the School Psychology Program)

**Professor Jim Persinger, Ph.D. (University of Kansas, 1999), Program Director, 2002. Chair, Department of Psychology (as of 2015).**

Dr. Jim Persinger, Roe R. Cross Distinguished Professor, joined the Teachers College faculty in 2000. Having attended Emporia State University in the 1980s as both an undergraduate (B.S. Psychology) and graduate (M.S. Experimental Psychology) candidate, he continued his education at the University of Kansas (Ed.S. School Psychology; Ph.D. School Psychology, minor in Counseling) while working in the public schools (U.S.D. 383). In addition to his primary role of school psychologist, Dr. Persinger worked as preschool coordinator, autism teacher (unlicensed: KSDE waiver), and served as chair of Infant Toddler Services Network of Riley County for several years. He has continuously served for almost 20 years on the board of the Kansas Association of School Psychologists in almost every board position,



including as President in 2008. Dr. Persinger was the state's first NASP-certified PREPaRE trainer and has delivered crisis response workshops for dozens of mental health professionals in the state. He received a [Lifetime Achievement Award](#) from KASP in 2017. He has also served the Association for Psychological and Educational Research in Kansas, for which he was President in 2004 and will serve again in 2018. He maintains memberships in NASP, KASP, TSP (institutional), CEC, CEDS, KASEA, and PERK. He received the Teachers College Award for Excellence in Scholarly Activity in 2009, and the Teachers College Award for Excellence in Service in 2014. In 2015 he was named a [Roe R. Cross Distinguished Professor](#), the highest honor bestowed by the faculty on their peers at Emporia State University. He has served as a development consultant for Special Olympics, and assisted with standardization of the Stanford-Binet V Intelligence Scales, Vineland Adaptive Behavior Scales (3rd), Bender-Gestalt (revised), Social Skills Improvement System Rating Scales, Developmental Indicators for the Assessment of Learning (4th), and Oral and Written Language Scales (2nd). Dr. Persinger has served as reviewer and editorial assistant for a dozen textbooks, at stages ranging from prospectus through revision. Since his arrival at Emporia State University, Dr. Persinger has provided pro bono evaluations for ESU students needing disability determination/documentation, and serves as consultant to the Disability Services Office. Dr. Persinger regularly presents to public school faculty, as well as state and national conferences, on topics as diverse as inclusive education, role-playing therapies, prosocial competence programs, school-based mental health programs, non-suicidal

self-injury in adolescents, sociometric approaches to assessment, mindfulness and mental health, and compassion as a construct to promote psychological well-being.

***Program courses taught:***

PY 714 Assess Young Children/Special Needs  
PY 812 Foundations of Assessment in Sped / Student Support  
PY820 Response to Intervention in School Psychology (co-instructor)  
PY 836 Prevention/Intervention School-Based Mental Health  
PY 841 Assessment of Intelligence  
PY 844 Ed.S. Project  
PY 860 Leading Processes to Meet Diverse Student Needs  
PY 900 Ed.S. Thesis  
PY 910 Internship in School Psychology I  
PY 920 Internship in School Psychology II

***Research Interests:***

Inclusive education, role-playing therapies, social skills curricula, prosocial competence programs, sociometric approaches to social/emotional screening, compassion and population-based mental health services.

**Associate Professor Carol (Charlie) Daniels, Ph.D. (University of Missouri – Columbia).**

Dr. Charlie Daniels, Assistant Professor, joined the Teachers College faculty in 2008.

Prior to accepting this appointment she was an adjunct professor at the University of Central Missouri in Warrensburg, MO and Rockhurst University in Kansas City, MO



teaching in the counselor education and psychology departments, respectively. She began her career in education in Missouri earning a B.S. in Elementary Education at the University of Missouri – St. Louis, her M.S. in Special Education at Southeast Missouri State University and her Ph.D. in School Psychology at the University of Missouri – Columbia. She has worked in Missouri's public school systems from St. Louis to Kansas City, with experiences in rural, urban and suburban districts. She holds several licenses in Missouri in general and special education, as well as a school counselor.

During her tenure in school districts, Dr. Daniels conducted numerous in-services to school personnel on data collection, test interpretation, non-verbal learning disabilities, functional behavioral assessment, stress management, child sexual abuse, ADHD, and slow learners. She continues to consult on occasion to school personnel in Missouri. Presentations at national conferences have included topics of assessment, curriculum based measurement, and collaboration of related services personnel. She has been involved with her professional associations serving on their Executive Boards for over a decade. In Missouri, Dr. Daniels has served as the Newsletter Editor, Secretary, President (2 terms), and NASP Delegate for the Missouri Association of School Psychologists. In Kansas, she has served as Secretary and the 2012 President of the

Kansas Association of School Psychologists, and as NASP delegate. Dr. Daniels continues her membership in NASP, KASP, TSP, CEC, and PERK. She is a NASP-certified PREPaRE trainer and has helped train dozens of educators in Kansas in crisis response.

***Program Courses Taught:***

PY 812 Foundations of Assessment in Sped / Student Support  
PY820 Response to Intervention in School Psychology (co-instructor)  
PY 835 Seminar in School Psychology  
PY 836 School-Based Prevention and Intervention  
PY 838 Supervised Practice in School Psychology  
PY 843 Psycho-educational assessment  
PY 844 Ed.S. Project  
PY 851 Seminar in Behavior Modification  
PY 860 Leading Processes to Meet Diverse Student Needs  
PY 900 Ed.S. Thesis

***Research Interests:***

Assessment, effectiveness of academic and behavioral interventions, bullying in context of school-climate and mental health services, collaboration of related-services personnel.

**Faculty – Associate (assigned part-time to the School Psychology Program)**

**Assistant Professor Catherine Ayantoye, Ph.D. (University of Northern Colorado).** Dr. Catherine Ayantoye earned her M.A. (2006, Appalachian State University) and Ph.D. (2013, UNC) in Special Education (minor: educational research) and holds a B.A. in



Hearing Handicap (2003 University of Jos, Nigeria). She was adjunct faculty at UNC before arriving at Emporia State in 2014. Dr. Ayantoye works in contributing to the quality of life of individuals with disabilities ever since she met students with disabilities for the first time at a theological seminary several years ago. She is an advocate for students with disabilities, and has raised financial support for the education of individuals with disabilities in rural areas in Africa. Her research interests include learning rates of students with learning disabilities and students with emotional behavior disorders, facilitated individualized education programs, and inclusion of students who are deaf or hard of hearing in public high school.

***Program Courses Taught:***

SD 550 Survey of Exceptionality  
SD 700 Characteristics Ind. High Incidence Disabilities  
SD 702 Methods Ind. High Incidence Disabilities

**Assistant Professor Marciana Vequist, Ph.D. (University of Nebraska-Lincoln, 1999).**



Dr. Marciana Vequist, Assistant Professor, has been a psychologist since 2000, and has worked as a Forensics Services Coordinator. She has worked at the University of Kansas Counseling and Psychological Services center, at Miami County Mental Health Center, and Bert Nash Community Health Center. Dr. Vequist provides consultation to various groups in her hometown of Lawrence, KS, and maintains membership in APA and other professional organizations. She is also a professional photographer.

***Program Courses Taught:***

PY 709 Introduction to Neuropsychology  
PY 722 Theories of Learning

***Research Interests:***

Forensic psychology, relationship functioning, social media, and applications of Bowen Family Systems Theory.

**Assistant Professor Kelly McEnerney, Ph.D. (Saint Louis University, 2016).** Dr.



McEnerney is new to the Teachers College in the 2016-17 academic year. Recruited to lead a key part of ESU's famed teacher education program, she is overhauling the approach to teaching developmental psychology to licensure candidates, embedding within it a scientist-practitioner framework. Dr. McEnerney helped develop and implement a reading partnership and diversity awareness program for children of different racial groups in Saint Louis, and is developing a reputation for scholarship in moral development.

***Program Courses Taught:***

PY 811 Advanced Human Growth and Development

***Research Interests:***

Moral development, diversity awareness, concept mapping and constructivist learning processes.

**Associate Professor Mingchu (Neal) Luo, Ph.D. (University of Nebraska).** Dr. Mingchu (Neal) Luo is assistant professor in the Department of School Leadership and Middle/Secondary Teacher Education, the Teachers College. Before he joined the Department of School Leadership in fall 2010, he had served as senior institutional researcher at Emporia State University for five years, where he directed and conducted



university-wide studies that provided evidence for decision-makings. He also served as the principal researcher of the Title III Federal Grant of Strengthening Institutions awarded to Emporia State University by the Department of Education. He was coordinator of International Exchange Programs at South China Normal University before he came to the US in 2000. Dr. Luo earned his doctoral degree in educational administration with concentration on research methodology and statistics from Nebraska University in 2005. He has made numerous presentations at the national/international conferences. He also serves on reviewing research papers for three journals and American Educational Research Association. Dr. Luo has taught for more than 15 years in schools of different levels.

***Program Courses Taught:***

ER752 Analysis of Research  
ER 851 Research Design and Writing  
ER 857 Statistical Methods for Ed/Psych II

***Research Interests:***

Data-driven decision-making, principalship, college student persistence, and school climate.

**Faculty – Related (teach courses in other graduate programs taken by school psychology candidates as required or electives)**

**Professor Jerry Will, Ed.D. (Wichita State University).** Dr. Will joined the faculty in June



of 1997 and has 22 years of experience as an administrator and teacher. Dr. Will served as superintendent of schools at Burlingame USD 454 from 1991 to 1997, superintendent of schools at Centre USD 397 from 1985 to 1991, and building principal at Larned USD 495 from 1979 to 1985. He taught in a self-contained classroom on the Sioux Indian Reservation in North Dakota and in an open-classroom in Charles City, Iowa. Dr. Will received his Ph.D. in Curriculum and Instruction from Kansas State University, a specialist in education administration from Fort Hays State University, a

master's of arts in Building Level Administration from the University of Northern Iowa, and a bachelor's of science in elementary education from Dickinson State University in

North Dakota. Dr. Will served on the state-wide Council of Superintendents for two years. Dr. Will has served as a guest lecturer and presented several workshops on effective class discipline and classroom management. He is a member of KASA, USA, AASA, and KACD.

***Program Courses Taught:***

EA 773 Advanced Educational Psychology

***Research Interests:***

Improving teacher performance, particularly as it relates to classroom management, causes for teacher non-renewal, elements of instructional effectiveness.

***Research Interests:***

His research interests include data-driven decision-making, principalship, college student persistence, and school climate. His research has been documented in 15 publications in the refereed journals. Some of them have been published in the top-tier journals such as Educational Administration Quarterly, Evaluation and Program Planning, Journal of Moral Education, College & University, and International Studies in Educational Administration.

**Associate Professor Connie Phelps, Ed.D. (University of Arkansas).** Dr. Connie Phelps directs the gifted special education program, teaches gifted program courses and supervises gifted practica experiences. Prior to her appointment as assistant professor in 2004, she taught gifted students language arts and social science classes in the Wichita public schools in grades six to eight, provided consultation services for gifted students in grades nine to twelve, and staff development in gifted education for teachers in grades K to five. Her contributions in the field of gifted education include the Kansas Association for Gifted, Talented and Creative Board of Directors Historian; National Association for Gifted Children Counseling and Guidance Network Secretary; and Standards Committee member. Dr. Phelps delivers professional presentations at state, national and international conferences with research studies in online learning, gifted girls, underachievement and creativity. She has trained more than 200 gifted facilitators throughout Kansas. She is the 2010 recipient of the General Community Member Advocacy Award from the Kansas Association for Gifted, Talented and Creative and served as the KGTC President-Elect and Historian. A lead program reviewer for the National Council for Accreditation or Teacher Education, she served on the National Association for Gifted Children Professional Standards Committee. A consultant and staff developer for Kansas school districts, she is the interim chair-elect for NAGC Professional Development network. She is an active member in the World Council for



Gifted and Talented Children, American Educational Research Association. From 2006-2010, she served as the Phi Delta Kappa Chapter Member Liaison for Region Cb (Kansas).

***Program Courses Taught:***

SD 850 Characteristics of Individuals with Gifts and Talents

***Research Interests:***

Gifted girls, underachieving gifted, differentiated instructional strategies, creativity

**Assistant Professor Jennie Long, Ph.D. (University of Kansas, 2011).**



Dr. Jennie Long has been at Emporia State since January 2013 and serves Elementary Education, Early Childhood, and Special Education. She received her Ph.D in Special Education-Autism/Asperger Syndrome/Emotional Behavior Disorders from the University of Kansas in 2011. She received her master's in Early Childhood Special Education from Emporia State University. Dr. Long's affiliations include the Autism Society of America; Council for Exceptional Children; and National Association for the Education of Young Children. She delivers professional presentations at state and national conferences with research studies in Autism Spectrum Disorders, assessments, and field experiences.

***Program Courses Taught:***

CD 838 Advanced Inclusive Methods in Early Childhood Special Education

***Research Interests:***

Early childhood assessment and intervention, autism spectrum disorders.

**Professor Edwin Church, Ed.D. (Wichita State University, 1999).**



Dr. Edwin Church teaches both online and onsite school leadership classes. Dr. Church strives to provide instruction that results in leaders having the practical skills and theoretic knowledge necessary for success. A 1999 Ed.D graduate from Wichita State University, Dr. Church presents regularly on the topics of learning communities at the local, state and national level. He was the 1999 Kansas Rural Superintendent of the Year and received the 2003 Kansas Rural Schools Association Outstanding Practice Award. Dr. Church has a comprehensive background in school leadership and teaching. He has taught at all levels kindergarten through high school, and has served in several administrative positions in both majority and special education.

***Program Courses Taught (all but EA885 are Educational Administration Elective)***

EA 830 School Leadership Theory

EA 849 Educational Law and Regulation

EA 885 Human Relations / Group Processes  
EA 833 Beliefs, Values and Issues in Education

***Research Interests:***

Learning communities.

**Professor John Wade, Ph.D. (Pennsylvania State University).** Dr. Wade is director of the clinical psychology program at ESU. He completed his clinical internship and a post-doc at the University of Missouri – Columbia Counseling Center. He served for twelve years as a staff psychologist and the outreach coordinator at Counseling and Psychological Services at the University of Kansas before coming to Emporia State. Dr. Wade regularly conducts professional education workshops on various clinical topics, including positive psychology, supervision and training, resiliency, and stress management. He recently authored *Strength-Based Clinical Supervision: A Positive Psychology Approach to Clinical Training* and also authored *Positive Psychology on the College Campus*. He co-edited *Applying Positive Psychology to the University Community*. In 2015, Dr. Wade received the Teachers College Award for Excellence in Scholarship.



***Program Courses Taught (all elective):***

PY 827:	Seminar in Psychopathology
PY 846:	Culture, Assessment and Treatment in Psychotherapy
PY 847:	Techniques of Psychotherapy
PY 848:	Family and Group Systems
PY858PA:	Interdisciplinary Referral and Collaboration

***Research Interests:***

Positive psychology, strength based clinical supervision and training, culturally diverse coping strategies, applying strength based strategies and coping skills to university populations.

## Chapter 6

### Research Requirements and Elective Credit

All candidates are required to complete their choice of either a thesis or a project as part of their Ed.S. degree. Those who choose thesis have 1 credit of elective coursework to additionally complete, while those who choose project instead have 3 credits of elective coursework to complete. Since creating this option in 2006, literally 98% of candidates have chosen the project option. Details contrasting thesis requirements vs. project requirements, and elective credit, are below. Also see the typical plan of study (Appendix R) for other details regarding research course work and elective credit in the thesis vs. non-thesis track.

Ed.S. project/thesis provide students an opportunity for intensive study and research in an area of professional interest. Frequently, educators from local school districts share with school psychology faculty or candidates questions they would like researched. In these cases, the research benefits not only the candidate as a learning experience but also a school, its faculty, and students. The project and thesis are intended to develop in candidates a broader understanding of a specific area of school psychology, as well as provide experience with conducting research. As topics are explored, candidates use and refine their ability to

- formulate questions within a logical framework;
- locate and use relevant library information sources;
- interpret data based on knowledge of a given area of study;
- analyze an area of study and understand its issues in relation to current literature;
- consider and evaluate divergent approaches relative to one's area of study;
- demonstrate that practices are empirically-validated;
- analyze, evaluate, synthesize, and communicate information; and
- support ideas and conclusions with available research.

Completion of research requirements means that candidates can define clearly a meaningful question and method for research, and then logically present data and defensible conclusions from it. If a thesis, it adds to the existing literature to make a contribution to the field of school psychology.

Candidates should begin considering possible research topics shortly after their arrival in the program, as choosing a research topic can be difficult. To make the task more manageable, some advice is to:

- Think about personal experiences and questions or interests that grew from these.
- Consider content covered in class readings and discussions, particularly from current school psychology literature.
- Use class projects, papers, and other assignments as opportunities to begin exploring topics of interest.

- Look at past theses by school psychology candidates (available at WAW, and some are available in the Department of Psychology office: ask the program director for information), or ask the program director for copies of recent projects that align with interests.
- Talk with faculty, both at ESU and in local schools to which the candidate has access, about their interests and the research projects with which they are currently involved.

Whether thesis or project, completion is the primary responsibility of the candidate, from inception of the idea through to the preparation of the final product. The candidate is responsible for insuring that submitted documents meet accepted standards of usage for scholarly writing, including grammar, spelling, and punctuation. Thorough proofreading, at any stage of the process, is the responsibility of the candidate. It is the candidate's responsibility to become familiar with all-relevant rules and requirements detailed in this handbook and in related documents (e.g., the Thesis Preparation Guide cited herein). Although candidates seek guidance from their project advisors or committee chairs for assistance with rules and requirements, candidates must recognize that they hold primary responsibility for understanding and following rules and requirements, as not doing so can put their graduation plans in jeopardy.

Conducting research is an immense responsibility. Because of this, it is expected that all candidates have read and are familiar with [NASP](#) and [APA](#) ethical standards as they apply to research. This content knowledge will be covered in coursework (e.g., PY835 Seminar) completed prior to beginning thesis/project work, but a review of these standards throughout the process is important, because a multitude of ethical dilemmas can arise through the course of the research endeavor. Some of these can be predicted beforehand, and should be considered throughout the process. For example, it is common that issues relating to plagiarism, researcher qualifications, conflicts of interest, dual relationships, informed consent, and institutional review will impact virtually all candidates. Other dilemmas are more difficult to identify ahead of time. However; all must be considered, discussed, and addressed in a way that respects the research participants, maximizes the possible benefits, and minimizes potential harm.

It is important to the school psychology and other department faculty that any research conducted through the program is beneficial not only to the researcher, but also to research participants. This is particularly so in school psychology, where participants usually consists of a school, students, and/or teachers. Research, in context of school psychology is best thought of as something not done *on* participants, but rather done *with* them. As the study is designed and decisions are made about possible research participants, the question in the forefront should be how the participants will benefit. What is given back to them for their participation should be determined in collaboration with the research participants, and should be based upon their needs and interests, rather than what is easiest for the researcher. At a minimum, a copy of the completed research document could be offered. But it may be more helpful to offer an in-service for school faculty based on the outcomes and implications of the research, a summary

of effective interventions researched, or assistance with the site's in-house data-collection efforts.

## **Thesis**

For those candidates who choose the thesis option, a thesis presenting an empirical research study is a requirement of the Specialist in Education degree. Candidates receive five credit hours for the thesis, which may be enrolled in in increments of 1-5, so long as they total five (cf. typical plan of study in Appendix R). Although these hours may be scheduled separately over several semesters as represents how much candidate and faculty time is involved in thesis work, none should be taken prior to entry into the Ed.S. program. Candidates will receive a grade of "Incomplete" for any thesis hours enrolled in until the thesis is completed. Copies of the Department of Psychology's Thesis Preparation Guide may be downloaded from the department website at <https://www.emporia.edu/teach/psychology/index.html>. A Professional Development Session is scheduled at the start of each academic year in which the process is discussed as well: the PDS schedule is also available at that site and potential thesis candidates are strongly encouraged to attend that orientation during their first year in the program. This PDS session and the department thesis guide are valuable resources that answer most questions candidates may have about preparing their theses. The thesis guide covers in greater detail some of the issues addressed below.

Candidates should also assure that, if they choose project option, they enroll in one credit of elective courses (see Chapter Two) required of those who pursue this option.

## **Selecting a Committee**

A thesis committee includes at a minimum three faculty members: a chairperson and two other members. Usually, a candidate's academic advisor serves as the thesis committee chairperson, but the candidate should feel free to ask another core program faculty member to serve as chair if their research interests correspond more closely to the candidate's. The chair is the committee member with whom the candidate will work most closely. Candidates will work with the committee chairperson in selecting other potential committee members and asking them to serve on the committee.

## **Thesis Proposal**

The thesis proposal is a written document prepared for the thesis committee members. It includes a review of the research literature and a method for conducting research. Candidates should have completed ER 752 or ER 851 Research Design and Writing (cf. typical plan of study, Appendix R) prior to writing their theses. The ER851 course in particular assists candidates with writing their proposals. A thesis proposal meeting is scheduled by the candidate after the thesis chairperson has approved the proposal. A copy of the thesis proposal is provided by candidates to each member of the thesis committee at least a week prior to the meeting. This meeting includes all committee members and involves the presentation of the

proposal by the candidate. The proposal serves as a contract between the candidate and the Department; no changes are to be made without the approval of all committee members. An Application for Approval to Use Human Subjects form must be sent to the Emporia State University [Institutional Review Board](#) for Treatment of Human Subjects. The proposal must be approved by both the thesis committee and by the Review Board before a candidate may proceed. Further guidelines are given in the Thesis Preparation Guide.

### **Verbal Defense**

After the candidate has completed the data collection, statistical analysis, and the writing, the thesis will be reviewed by the committee chairperson and returned to the candidate for revisions to be made. After the thesis chairperson approves the thesis, the candidate will then schedule a meeting with the entire thesis committee; this is known as the verbal defense. It is open to attendance by the university community. The candidate is responsible for scheduling a meeting room with the secretary in the Department of Psychology and Special Education Office: Assure that the room in which it is scheduled has any equipment needed for the defense. The candidate is responsible for posting public notices of the thesis defense meeting. The candidate will provide each committee member with a copy of the thesis at least one week before the meeting. At the meeting, the candidate will present and defend the research findings. See further information on the thesis defense policy in the Department's Thesis Preparation. The candidate will make any revisions the committee recommends. After these revisions are made, the thesis is given to the Chair of the Department of Psychology. After any additional revisions, additional copies are delivered to the office of Graduate Dean as discussed in the Thesis Guide.

### **Scoring Rubric**

A scoring rubric used to determine acceptability of the thesis for School Psychology Program purposes is available in Appendix M. Upon written and verbal presentation of thesis/project, it is completed by committee members (if a thesis) or by the advisor (if a project). The rubric provides details of expected elements which should be provided for each section. Then for each section, the rater uses a 1 – 5 scale as follows:

- 1 = no evidence that expected elements are provided
- 2 = little evidence that expected elements are provided, and/or frequent inconsistency in evidence
- 3 = adequate evidence that expected elements are provided, but with some inconsistency
- 4 = good evidence with only minor inconsistency that expected elements are provided
- 5 = strong and consistent evidence that expected elements are provided

### **Thesis Due Dates**

The "Thesis Preparation Guide" contains a list of thesis due dates. For each semester, there are three separate deadlines that must be met. Due to licensure requirements for

internship, the thesis must be completed by the end of the spring semester of the second year, for those intending to begin internships during a fall semester, or during the end of fall semester, for those internships to begin during a spring semester.

First, one copy of the thesis (with the thesis committee's revisions made) is due to the Department Chair, who will edit the paper and suggest changes. Second, one corrected copy approved by the chair is due to the Graduate Dean. The Graduate Dean will make suggestions for corrections. Third, after the Graduate Dean approves the thesis, unbound copies of the final thesis are given to the Office of Graduate Studies and Research. These copies should be made on high quality paper as detailed in the "Thesis Preparation Guide." These copies will be bound by the University Press. A complimentary copy for office use should be furnished to the thesis chair. If requested, the other committee members should be provided with a final copy of the thesis. High quality paper is usually not needed for these complimentary copies. Finally, a digital copy (MSWord or .pdf) should be delivered by email is fine to the School Psychology Program director.

### **Thesis Timeline**

The most current information is always available in the Department thesis guide accessible at the link given earlier, and that information **TAKES PRECEDENCE OVER THE INFORMATION IN THIS HANDBOOK**. But typically it will approximate the following:

#### Fall Semester

First Monday in November	Thesis due to Department Chair
Third Monday in November	Thesis due in Office of Graduate Studies and Research
Friday before Fall graduation	Final thesis due in Office of Graduate Studies and Research

#### Spring Semester

First Monday in April	Thesis due to Department Chair
Third Monday in April	Thesis due in Office of Graduate Studies and Research
Friday before Spring graduation	Final thesis due in Office of Graduate Studies and Research

#### Summer Semester (see *Summer Thesis policy below*)

First Monday in July	Thesis due to Department Chair
Third Monday in July	Thesis due in Office of Graduate Studies and Research
Friday before Sum graduation	Final thesis due in Office of Graduate Studies and Research

***Summer Thesis Policy:*** Department policy is NOT to have thesis proposals/defenses during the summer semester (beginning the Monday after Spring graduation until the first day of classes in the Fall semester). However, candidates may contact their Thesis Advisor, Thesis Committee, and Department Chair to request a

departure from this policy, but understand that there is NO requirement or obligation for faculty to conduct summer thesis proposals/defenses. If a proposal hearing or final defense must be scheduled shortly after May graduation, the Thesis Chair works with committee members prior to May graduation to determine the feasibility of a summer proposal or defense meeting.

## **Project**

For those candidates who choose the project option, a project presenting an empirical research study is a requirement of the Specialist in Education degree. Candidates receive three credit hours for the project, which unlike thesis is enrolled in once as a single independent study course. Consult the typical plan of study elsewhere in this Handbook to see where the course fits in the sequence. This course may not be enrolled in prior to entry into the Ed.S. program; Enrollment requires academic advisor permission. Candidates will receive a grade of "Incomplete" for project hours until the project is completed. Candidates should also assure that, if they choose project option, they enroll in three credits of elective courses required of those who pursue this option.

### **Selecting a Project Advisor**

Unlike thesis, there is no required committee involvement in the project option. The project advisor should be either their academic advisor, or another core faculty member in the School Psychology Program. Exceptions may be made if approved by program faculty. The candidate should ask the faculty member to serve as project advisor whose research interests correspond most closely to the candidate's. Upon acceptance, the advisor will then approve candidate's enrollment in project credit and work with the candidate to understand project requirements and timelines. Project is an arranged course, so candidates are responsible for contacting the project advisor and making appointments as needed for advising and assistance. Candidates are responsible for completing work on a timeline described by the advisor, if their intended completion date is to be met. With approval from their project advisor, candidates may solicit assistance from other faculty members on project. However, successful completion of the project will be the sole determination of the project advisor.

### **Project Guidelines**

Candidates have the flexibility to arrange, with approval of their project advisor, a research project which best meets their own interests. However, **the primary purpose of the Ed.S. Project is to meet research knowledge/skill requirements expected of program candidates from KSDE standards as well as the National Association of School Psychologists' practice model.** In sum, school psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Therefore, a suitable project will have the candidate:

- use methods such as quantitative and qualitative research, needs assessment, and/or program evaluation in the school psychology profession;
- acquire library and digital research skills sufficient to search the literature in all appropriate references and sources;
- improve critical thinking skills;
- gain expertise in a particular topic in school psychology;
- use research methods to improve efficacy of school psychology practice;
- integrate knowledge from different sources;
- enhance computer and technology use skills for gathering information, analyzing data, and presenting material;
- recognize and apply the ethical and legal issues involved in research;
- improve writing and presenting skills; and
- become proficient in APA style.

Given this, the typical project is expected to be submitted in a format similar to that expected for journal submission, and usually will take one of the following forms:

- 1) A formal research study with introduction, method, results (i.e., data analysis), and discussion sections. This is a particularly good option for a candidate who initially began and has neared completion of an Ed.S. thesis, but whose timeline for committee work risks their Ed.S. not being completed when expected.
- 2) A research-based literature review with format and organization similar to published literature reviews. These reviews may include a summative data analysis (e.g., meta-analysis) or a narrative review and critique of a research area. Some examples of reviews of this nature are:

Carlson, C. L., & Bunner, M. R. (1993). Effects of methylphenidate on the academic performance of children with attention-deficit hyperactivity disorder and learning disabilities. *School Psychology Review, 22*, 184-198.

Enright, S. M., & Axelrod, S. (1995). Peer tutoring: Applied behavior analysis working in the classroom. *School Psychology Quarterly, 10*, 29-40.

Horton, C. B. (1996). Children who molest other children: The school psychologist's response to the sexually aggressive child. *School Psychology Review, 25*, 540-557.

Kearny, C. A. (1993). Depression and school refusal behavior: A review with comments on classification and treatment. *Journal of School Psychology, 31*, 267-280.

Skinner, C. H., Fletcher, P. A., & Henington, C. (1996). Increasing learning rates by increasing student response rates: A summary of research. *School Psychology Review, 11*, 326-336.

The topics for review may be either applied or theoretical in their focus. It should adhere to the requirements to submit to the NASP Communique's "Front Page" and

“Research-Based Practice” articles, i.e., via submission guidelines identical to any peer-reviewed publication. Reviews of psychological instruments are acceptable as long as the review is based on the research and theoretical literature relative to the instrument.

- 3) A program evaluation study with write-up similar to Option 1. The academic advisor can provide the candidate with samples of program evaluation studies which meet project requirements.
- 4) An empirically based case study, with write-up similar to Option 1. This option might take the form of an N=1 case study, a descriptive case study of an intervention (single subject, classroom, or system), or a diagnostic case. In all cases, it is expected that the case study will be evaluated in the context of relevant professional literature in order to meet the objectives expected of the candidate as delineated above. This is an option particularly suited to candidates completing field experiences. Candidates need to work closely with their academic advisor to assure that plagiarism rules are adhered to, i.e., during practicum, case studies will be completed which may overlap with Ed.S. project requirements, requiring notification and approval of all instructors involved.

### **Project Proposal and Scoring Rubric**

The project proposal is a written document prepared for the project advisor. It includes a brief review of the research literature and a method for conducting research along one of the lines described above. Candidates must have completed ER 851 Research Design and Writing prior to writing their proposal. This proposal will be reviewed by the project advisor to help determine if the nature of the project requires IRB approval, to work out a timeline for project completion, and advise the candidate on structure of the written product. Assuming that human subjects are involved in the research, An [Application for Approval to Use Human Subjects form](#) must be sent to the Emporia State University Institutional Review Board for Treatment of Human Subjects. The proposal must be approved by the project advisor and by the IRB (if applicable) before a candidate may proceed with the research methodology, treatment, and/or data-gathering. The advisor may use a project contract (Appendix L has a sample) to help clarify what has been agreed to as regards procedures and timelines.

A scoring rubric used to determine acceptability of the thesis for School Psychology Program purposes is available in Appendix M. Upon written and verbal presentation of thesis/project, it is completed by committee members (if a thesis) or by the advisor (if a project). The rubric provides details of expected elements which should be provided for each section. Then for each section, the rater uses a 1 – 5 scale as follows:

- 1 = no evidence that expected elements are provided
- 2 = little evidence that expected elements are provided, and/or frequent inconsistency in evidence
- 3 = adequate evidence that expected elements are provided, but with some inconsistency

- 4 = good evidence with only minor inconsistency that expected elements are provided  
 5 = strong and consistent evidence that expected elements are provided

### **Project Due Dates and Timeline**

Each semester has a separate deadline that must be met in order to give the project advisor sufficient time to review the intended final draft of the project and to give the candidate sufficient time for any revisions. Due to licensure requirements for internship, the project must be completed by the end of the spring semester of the second year for those adhering correctly to the typical plan of study, which results in those candidates intending to begin internships during a fall semester. On occasion, particularly as affects respecialization candidates, or an occasional traditional candidate with some transfer credit, candidates intend for their internship to begin during a spring semester. In those cases, project must be complete by end of fall semester.

First, a digital copy of the project must be delivered to project advisors by the date listed below, who will suggest edits for the paper and changes that must be made. A corrected copy must be delivered digitally to the project advisor by the date listed below and approved as satisfactory using the scoring rubric. When that step is complete, a printed copy for administrative/office use should be furnished to the program director. If other faculty helped assist on the project, the other members should be provided with a final copy in whatever format the advisor chooses. High quality paper and binding as described in thesis print procedures is usually not needed or expected for project copies but in the least a final digital copy is required.

Candidate's should always consult with project advisors to determine their availability and schedule during any given semester as may impact candidate timelines, but typically it will approximate the following:

#### Fall Semester

Third Monday in November	Final draft due to project advisor
First Monday in December	Intended final copy with corrections made due to project advisor
Friday before Fall graduation	Copy delivered to program director

#### Spring Semester

Third Monday in April	Final draft due to project advisor
First Monday in May	Intended final copy with corrections made due to project advisor
Friday before Spring graduation	Copy delivered to program director

#### Summer Semester (see *Summer Project policy below*)

First Monday in July	Final draft due to project advisor
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Third Monday in July	Intended final copy with corrections made due to project advisor
Friday before Summer graduation	Printed copy delivered to program director

**Summer Project Policy:** School Psychology Program policy is NOT to have projects completed during the summer semester (beginning the Monday after Spring graduation until the first day of classes in the Fall semester). This is because, while faculty are sometimes contracted to teach summer courses, they are otherwise not on contract to engage in other teaching or service work. However, candidates may contact their project advisor and request a departure from this policy, but should understand that there is NO requirement or obligation for faculty to assist with summer project work or approve projects. So as far in advance as possible, candidates should plan a timeline which completes projects outside of the summer session, and if completion involves summer months, candidates should discuss the situation with their project advisor as soon as possible.

### **Institutional Review Board**

Once candidates know the parameters, including details of subjects, procedures, and instrumentation to be used in the thesis or project, they may need to apply to the [Institutional Review Board](#) (IRB). In some circumstances (e.g., a comprehensive literature review undertaken to meet project requirements, or a single-subject design in an instance in which the candidate is already a service provider for the child in a school setting delivering agreed-upon services as part of their employment), there may not be a need for IRB approval before conducting research, but in most circumstances approval will be needed. When doubt exists as to the need for review by the review board, the Chair of the Institutional Review Board for Treatment of Human Subjects should be consulted.

### **Elective Credit Differences in Thesis vs. Project**

One key consideration in candidate consideration of thesis vs. project option is that of elective credit. As discussed in detail in the degree requirements section of this handbook, all Ed.S. candidates must complete 1-3 elective credits. Those who choose thesis have 1 credit of elective coursework to complete, while those who choose project have 3 credits of elective coursework to complete. The course(s) taken to fulfill this elective credit must be approved by the academic advisor and must appear on the Ed.S. degree plan, a sample of which is in Appendix D.

Typically, elective credit must align to the School Psychology Program goals detailed in Chapter One of this document. Candidates should discuss with their advisor their professional interests and select elective course(s) which align to program goals and their own preferences. In most cases, candidates are interested in adding to their administrative, clinical, early childhood, or mental health knowledge and skills. See the elective credit section of this

handbook for the list of pre-approved elective credit that aligns to School Psychology Program goals.

### **Thesis vs. Project: Pros and Cons**

The academic advisor will discuss with the candidate the advantages and disadvantages, depending upon the circumstances and goals, of doing thesis or project.

The main advantage of doing thesis is that it is excellent preparation for future graduate studies, e.g., a Ph.D. program. It is likely that completing a thesis will make the candidate a stronger applicant to doctoral programs, and better readied to complete the research requirements of such a program. In any case, the thesis will involve rigorous applied research and so will hone those skills as useful in situations in which applied research is called for in the field, as well as related procedures such as grant writing. The main disadvantage to doing a thesis is that it is more time-consuming than project, and has a longer timeline that may prevent candidates from starting their field experience as early as project unless they are well-organized and have control over the data-gathering parameters. Finally, those who complete thesis will take one full graduate course less than project candidates. The typical course elected is usually in mental health or educational administration, giving them stronger research skills but at a trade of additional mental health or administrative content knowledge and skills.

The pros and cons of completing project are essentially the opposite of this. Completing a project has as its advantages that it tends to be a faster exercise than thesis. It requires less time commitment, involves a shorter timeline which tends to make its end point more definite, and has fewer procedural requirements (e.g., committee work). It will allow candidates to take an additional elective course, and since most elective choices consist of mental health or administration courses, they will bolster content knowledge and skills in the selected area of interest. This furthers skills much valued in the field. Its key disadvantage is that it could weaken their application to future doctoral programs. It will also result in less practice in technical writing skills, making the candidate less prepared to engage in those activities as can affect the occasional school psychologist in the field (e.g., grant writing).

A final consideration: When school psychologists pursue doctoral coursework, it is common that they do so in the area of educational administration, e.g., in order to become a building or district administrator, often a Director of Special Education. These programs usually involve an Ed.D. Unlike Ph.D. programs, it is likely that as an admission consideration into most Ed.D. programs, completing thesis vs. project will not be particularly relevant to the perceived strength of a potential candidate.

Since the project vs. thesis option became available in 2006, more than 98% of candidates select the project option. Their primary consideration of the individuals who selected thesis was that they had an intent to immediately pursue doctoral studies.

## Switching from Thesis to Project, or Vice Versa

If candidates begin with the thesis option, and then wish to switch to project option, they should discuss it with their advisor. The main considerations and caveats they should be aware of are as follows:

- It is likely that the switch will impact the nature of the research in a substantive way, which will require a new application and review by the Institutional Review Board. This can take several weeks, so may impact the candidate's timeline for degree completion, which can impact their timeline for beginning field experiences.
- If candidates have carefully followed their plan of study and therefore have taken no additional coursework, it is likely that upon switching from thesis to project, they will be short by 2-3 elective credits. Until that elective credit is complete, they will not be eligible for their Ed.S. degree.
- What happens to Thesis Credit hours that have already been taken by a graduate student (still showing an IP grade) when they at a later time, decide to switch to a Non-Thesis Option? As a matter of university policy, those thesis hours remain on the candidate's transcript. Furthermore, once they have graduated, IP grades will be converted to W (Withdrawal) grades. The main consequence of this is that having W grades can create a perception problem for graduate candidates who later attempt to pursue admittance to a Ph.D. program. To avoid this, it is advisable to not enroll in any thesis hours until they are quite sure that they are going to finish the thesis option: candidates should discuss the "W issue" and the timing for enrollment in thesis hours with their advisor.
- Though it rarely if ever happens, it is possible for a candidate to switch from a project to thesis option. In this case, if project hours have been enrolled in, it is likely that those will remain on the candidate's transcript. As describe above, those will be converted to W grades and remain on the transcript after program completion. Another implication of this switch is that the candidate will likely have completed more elective credits than were required for degree completion.

## Chapter 7

### Practicum/Internship

This section provides an overview of what is required before a candidate may pursue practicum or internship, the site application process for internship, Career Services assistance with the process of securing an internship site, the basic parameters and structure of these field experiences, and brief overview of products that the candidate is expected to provide in documentation that standards have been met satisfactorily.

#### Eligibility Requirements Prior To Practicum/Internship

Ed.S. candidates enroll in the practicum toward the end of their Ed.S. degree program, once most Ed.S. requirements are fulfilled and they are eligible for practicum. See Appendix I for the application for practicum, which details those requirements.

When all Ed.S. degree requirements are completed, including the practicum field experience and all related products and assessments, satisfactory disposition assessment results, and degree analysis validates to the academic advisor that the Ed.S. will be awarded at semester's end, the candidate meets with the program director for approval of their enrollment in the internship for the following semester (summers excluded), and to arrange internship orientation. Simultaneously with this, the candidate is usually in process of application and approval for their provisional license.

Once the Ed.S. degree is awarded, and KSDE has granted a provisional license, the internship orientation is held at the internship site. At this meeting with university supervisor, field supervisor, and special education administrator present, explicit parameters of "internship" are defined. Once all parties agree to the structure and parameters by signing the internship agreement, the field experience is eligible as internship. As a licensing, accreditation and quality control issue, there are simply no exceptions to these rules.

One primary consideration in practicum or intern placement is the adequacy and eligibility of a school system as a training site. The following considerations provide the general criteria for practicum and intern placement:

- There should be one individual in the school division directly responsible for the supervision of the candidate. The on-site supervisor shall be responsible for no more than two (2) interns and practicum candidates. This person should be an experienced (at least three post-internship years in the schools working as a school psychologist) licensed specialist in school psychology. The School Psychology Program faculty must approve the supervising field psychologist. It is the responsibility of the participating field supervisor to present:
  - A brief vita of training and experience, and

- Documentation of licensure/license (usually done through the KSDE portal “license lookup” function at <https://svapp15586.ksde.org/TLL/SearchLicense.aspx>).

These materials must be provided no later than the on-site orientation/contract meeting at the beginning of the placement. These credentials will be kept on file with the University Practicum and Internship Coordinators for review by accreditation teams such as for NASP program re-approval.

- The field supervisor, candidate, and the school administrator responsible for special education services must each be provided with a copy of the field placement syllabus (i.e., Appendix N for practicum, Appendix O for internship), Internship Agreement and Parameters documents (Appendices T and Q), and the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology. The requirements and standards within all three documents will be reviewed by the university supervisor with all parties, who will agree on the practicum/internship agreement that the candidate will be provided a commensurate experience.
- The responsibilities of all parties are defined in these documents. E.g., for internship the School Psychology Program Internship Parameters document and agreement forms (Appendices Q and T respectively) are used, while practica have their own documentation (Appendix N and P) which serve as a memorandum of agreement signed by university supervisor, the field supervisor, the candidate, and local education agency administration. Although the specific terms vary considerably, both within and across local education agencies, the following policies are observed for field experiences:
  1. The practicum and the internship are traditionally undertaken during the regular academic year.
  2. Candidates will meet all eligibility requirements of the School Psychology Program field placement before beginning.
  3. Candidates will be placed with experienced (3 years post-internship) field supervisors who hold full licensure as a school psychologist and hold the Ed.S. degree.
  4. Candidates may not hold full-time "day" jobs concurrently with field experience. In circumstances where part of the field experiences is completed on a part-time basis (e.g., practicum being done 20 hours a week for a full academic year) an exception to this may be requested in completing the application for practicum form.
  5. Minimum duration of the practicum will be 600 hours (full-time for one semester).
  6. Minimum duration of the internship will be 1400 hours (full-time for two semesters or half-time for four semesters).
  7. The majority of the field experience must be completed in a school setting.

## Site Application Process

For the employing school district or educational cooperative, the school psychology intern is initially viewed primarily as a potential employee. In Kansas, a state agency called the Kansas Education Employment Board (KEEB) runs a website where virtually all potential employers announce positions: <http://kansasteachingjobs.com/>. Details on positions and the application process will vary by district/coop, and will be listed at that site. Additionally, it is common that before positions are officially announced on that site, potential employers may contact Kansas training programs to inquire whether there are interns available. Therefore, it is important that candidates assure the program director is aware of their interest in securing internships several months in advance of attempting to secure a site, so candidates can be informed about anticipated opportunities before they are listed.

Application procedures will vary across potential employers but will usually be listed on the KEEB website. In completing the application (usually a digital process), candidates should also update their vita and develop an application portfolio that they can take to interviews that provides samples of their work. The candidate's faculty advisor and/or other program faculty generally write letters of recommendation for candidates who are applying for internship, which include stating that the candidate is eligible for licensure. Other letters of recommendation should be solicited from professors and supervisors. Further details about getting ready for the site search process are discussed in the Career Services section below.

Salary for the intern is determined by the district's professional salary schedule, which usually will reflect either an Ed.S. column or an M.S. + 30 column that candidates will be eligible for. They will also usually get a step up in the schedule for any experience served under an initial license (e.g., if they previously worked as a teacher), otherwise, the candidate should expect to be at step zero. Regardless of the contract terms and reimbursement parameters, the candidate will be designated a School Psychologist Intern.

Usually, the internship placement is a salaried position which will continue as regular employment following the one-year internship. That is, once a candidate has secured employment for the internship, he or she usually has the option of continuing to work in that position following the internship if work performance has been satisfactory.

There are many other considerations in securing an internship which are well discussed in [this document](#) from the National Association of School Psychologists.

## Career Services

In anticipation of applying for employment at potential internship sites, candidates are encouraged to register with the Career Services Office on campus at least one semester before they anticipate beginning the internship. An ideal time is upon seeking permission for practicum. Information about the variety of offerings at Career Services can be seen at <http://www.emporia.edu/careerservices/>. This is a particularly good way of keeping yourself

informed of career fairs, in which dozens of Kansas districts participate each year, most in search of school psychology interns and other candidates.

Other services include workshops or individual appointments to get assistance with resume preparation, interview preparation, letter preparation and more. Career services also hosts Education Interview Day. Approximately 100 school districts attend this interview day, which is held on campus each April. Each school district interviews for various positions open in the district, including school psychology positions when available. Candidates must sign up prior to Education Interview Day in order to participate in the interviews. More information is available from career services.

### **Keeping a Credential File After Leaving ESU**

Candidates are advised to maintain in their credentials file documentation of their professional training including:

1. Current Resume/Vita
2. Course syllabi for all graduate courses taken, representative of the semester in which you took the course. Request them electronically from the department office offering the course if needed. At ESU every department keeps a digital copy of a syllabus for every course offered each semester.
3. Copy of folio contents, hours log, and final evaluation for all internship/practicum placements. This is essential for respecialization candidates who intend to pursue the NCSP credential for candidates of non-NASP-approved programs. In some cases this information may be needed by candidates to license in other states which do not yet recognize the NCSP.
4. ESU School Psychology Program Completion Indication (available on transcripts following posting of internship grades.
5. Kansas School Psychology License
6. NCSP Certification. If the candidate who is eligible for the NCSP does not intend to apply for it immediately, they are strongly encouraged to complete the paperwork in any case, including securing the signatures from the program director, university internship supervisor and field supervisor for internship where needed in the application. These signatures may be difficult or impossible to secure long after completing the program due to retirement, death, relocation, etc....

The Department of Psychology may purge files as soon as five years after a candidate graduates. Without access to some of the records listed above, candidates could find it difficult to locate the documents needed to demonstrate their professional training to any state department of education, licensing board, or professional credentialing agency. For instance, if several years after graduating a school psychologist desired to work in another state, one of the most reliable ways of pursuing that state license (assuming they did not recognize the NCSP) will require access to a complete credential file containing all of the items listed above.

Candidates are encouraged to start a professional portfolio as well, for use not only while seeking internships but for later use as well. In general, candidates should keep examples of special projects from courses, documentation of a broad array of training experiences (e.g., CPD or other documentation from conferences), well written reports, letters of recommendation, and written performance evaluations. Candidates are encouraged to select some samples of the portfolio to be shared with prospective employers during job interviews. The program director first licensed as a school psychologist twenty five years ago, but still keeps a current folio, which has proved useful for a variety of purposes a number of times over the years!

If candidates have the above-referenced items in a credential file and at least the basic elements of a professional portfolio together before pursuing internship positions, it will readily convey their skills and breadth of their school psychology training to potential employers, making them more competitive for the position.

### **Practicum and Internship Structure**

The practicum and internship experiences are cooperative arrangements involving three entities: the University training program (represented primarily by the university supervisor), the field site (represented primarily by the supervising field psychologist and/or the special education administrator) and the practicum or intern candidate. It is expected that within the practicum and internship the role and function of the school psychologist candidate should be comprehensive and well balanced. The university supervisors will help assure that all parties understand the extent to which the practicum or internship site is able to and agrees to provide the training opportunities delineated in syllabi and other program materials prior to the signing of the practicum or internship agreement. It is only upon signing of that agreement that the respective field experiences can begin.

This section of the handbook describes only the basic practicum and internship parameters, will fuller details of parameters for practicum in Appendices N and P, and for internship agreement Appendices O and Q.

The basic sequence from Ed.S. candidate to practicum candidate to school psychology intern to fully licensed school psychologist is as follows: Ed.S. candidates enroll in the practicum toward the end of their Ed.S. degree program, once most Ed.S. requirements are fulfilled and they are eligible for practicum. See Appendix I for the application, which details those requirements. The practicum must be successfully completed and all other Ed.S. degree requirements satisfied, the Ed.S. awarded, and provisional license granted prior to the internship. Since attaining a provisional license is dependent upon a passing of the Praxis II National School Psychology Examination at the cut score established by the state of Kansas, internship requires this as well. Since the school psychology internship is a professional-level experience, interns are expected to function as entry-level school psychologists, albeit with close supervision, ongoing instruction from university and field, and substantial oversight and accountability of attained outcomes as align to KSDE and to NASP standards. Following

successful completion of the one-year internship, the intern receives full licensure by the state, and this marks program completion. If the Praxis II cut-score is at the level needed for the Nationally Certified School Psychologist (NCSP) certification available from the National Association of School Psychologists (NASP), then application for that credential may be done upon program completion as well.

Both the practicum and internship may be done either part-time or full-time, and both require at least half of the required hours in a school setting. The practicum requires a minimum of 600 clock hours, including 100 clock hours at the early childhood level. The internship requires a minimum of 1400 clock hours to satisfy program, state and NASP credentialing requirements. Nearly all of our candidates complete both the practicum and internship on a full-time basis and in a school setting, and virtually all candidates during the past five years have documented well over 1400 clock hours (average = 1750) during their internships.

Both practicum candidates and interns have a field supervisor, who is an Ed.S. level school psychologist with at least three years of experience, fully licensed by the state of Kansas and employed at the local educational agency for at least one year, and a university supervisor, who is a full-time core faculty member and also an experienced and credentialed school psychologist.

During the practicum, candidates meet at least monthly with the university supervisor on campus to discuss professional issues related to school psychology. The university supervisor also meets on-site with the practicum candidate, and his/her field supervisor a minimum of once a semester. The university supervisor makes additional contacts with practicum candidates and their supervisors via e-mail and telephone or other digital means.

During the internship, candidates meet at least once per semester with the university supervisor. The first such meeting involves an orientation at the interns' individual sites, with intern, field supervisor and special education administration in attendance. Other meetings occur at a location conducive to all participant's travel needs and involve the entire cohort, the purpose being to discuss professional issues related to school psychology and documentation requirements of the internship folio and its various assessments. The university supervisor makes additional contacts with interns and their supervisors via e-mail and telephone/Skype/Zoom throughout the course of the experience.

There is a particular need for school psychologists in rural Kansas, particularly in the northwestern and southwestern regions, because of considerable and chronic shortages of qualified practitioners in those areas. For that reason, the program particularly encourages field experiences in those rural settings. The university supervisor will facilitate such placements by, in some cases, traveling to the district for meetings rather than requiring that the intern travel to Emporia. Candidates should speak to their supervisor if they anticipate the need for such an arrangement, or if an arrangement in which university supervision on an

adjunct basis (via another School Psychology Program at a university) may be needed, as these can take considerable planning.

Both the practicum and internship experiences are documented and monitored through a combination of methods, including time and supervision logs, field supervisor ratings, and other specific assessments as outlined in the course syllabi for the practicum and internship, PY 838 Supervised Practice in School Psychology and PY 910/PY 920 Internship in School Psychology I and II, respectively. Copies of those current syllabi can be accessed in Appendices N and O respectively.

The School Psychology Internship, the culminating professional experience of the program, occurs during the final year of graduate training. It consists of a minimum of 1,400 hours of full-time supervised professional experience, the majority of which occurs in a school setting, in order to satisfy Kansas and NASP standards, and to satisfy program requirements. While it often serves as employment for the intern, it first and foremost must serve as a supervised training experience. The internship is designed to give the school psychologist-in-training a comprehensive set of activities, tasks and responsibilities related to the competent standards-based provision of psychological services, the majority of which must be done in a school setting. The internship extends over 36 to 40 consecutive weeks during the school year and involves 35 to 40 hours weekly of supervised experiences. Candidates are committed to their internship site from the first day of professional activities in August through the end of the school year in June, typically contracts specifying 194-204 days. A minimum of a 184 day contract (i.e., full-time) is required. During that time, candidates follow the school district calendar rather than the ESU calendar. Though in some cases candidates are already working in schools in various capacities while completing school psychology coursework, such candidates may only have a field experience start as internship only after awarding of the Ed.S., a passing score (by Kansas standards) on the Praxis II National School Psychology Examination, provisional licensure as a school psychologist is attained, an orientation meeting is had within the district, the intern is enrolled in PY910, approval of the program director, and all parties have agreed to the parameters of internship.

During the internship the intern identifies him/herself as a “School Psychologist Intern” in person and in reports, and all written products completed as part of the internship MUST be signed by the field supervisor.

All Ed.S. degree requirements, without exception, must be completed prior to the start of the internship. The primary consideration in practicum or intern placement is the adequacy of a school system as a training site, though the needs of the local system must also be taken into consideration. The following considerations provide general criteria for practicum and intern placement:

## **Formal Evaluation**

Evaluation of the practicum and internship candidate will be a joint effort between the university practicum and internship coordinator, the university and field supervisors, and a consumer of services such as a Director of Special Education or building administrator. Parameters are well articulated in syllabi and rubrics for the respective field experiences. Candidates are expected to perform to at least a competency level across all domains listed within the evaluation instruments and processes described within the syllabi. At the end of each semester the field supervisor will complete a written evaluation of the candidate's performance using the evaluation forms. Regular contact will be maintained between the University Supervisor and Field Supervisor as frequently as necessary.

## **Full Licensure**

Completion of the internship allows candidates to apply for initial licensure in the state of Kansas. The candidate may or may not meet the licensure requirements of other states. The candidate also, if they have achieved a sufficient score on the Praxis examination (which is currently the same as the cut score for Kansas as required for internship) and meet other NASP requirements, will be eligible for the NCSP.

## **Professional Practice Insurance**

Candidates are encouraged to ensure that they are covered by professional malpractice insurance during their internship. This will be discussed during the practicum experience. In many cases, the insurance of the employing agency or district will cover the intern. If this is not the case, candidates may purchase insurance through The American Professional Agency, an insurance agency approved by NASP. The cost for this insurance is as low as \$68 per year (i.e., at 2017 rates). The American Professional Agency may be contacted at <http://www.americanprofessional.com/schoolpsy/index.htm> or the following address:

American Professional Agency  
95 Broadway  
Amityville, NY 11701  
(800) 421-6694

## Chapter 8

### Licensing Requirements

#### Provisional Licensure

To be eligible for provisional licensure, the prospective intern must have their Ed.S. awarded. That is, all program requirements except for internship must be completed before any field experience may count as internship. Candidates are responsible for initiating the licensure process prior to pursuing an internship, and will be given guidance on securing a provisional license during their practicum experience. Regardless of one's expected state of employment, candidates are strongly encouraged to obtain not only a Kansas State Department of Education (KSDE) Licensure in School Psychology, but also to become a Nationally Certified School Psychologist (NCSP) once program completion (i.e., Ed.S. awarded and internship completed) is attained. KSDE does not require that the NCSP be awarded in order to practice in the state of Kansas.

#### Kansas State Licensure

Recommendation for school psychology licensure is made by Emporia State University to the Kansas State Department of Education (KSDE). Recommendation for **provisional** licensure (which allows your internship year to be at full professional salary) cannot be obtained until completion of the Ed.S. degree and its inherent prerequisites, i.e., all M.S. courses or approved substitutes must also be completed. Grades of "B" or above in all courses must be earned to receive the recommendation. Recommendation for **initial** licensure requires the completion of the full academic year internship and an evaluation of competence across all internship domains as described earlier in this Handbook and will be reviewed in great detail by the university internship supervisor during the first site visit when the internship agreement is secured. Information regarding the licensure process is available from the ESU Certification officer Andra Baldwin, housed in the Office of Field Placement and Licensure, 208 Visser Hall, (620) 341-5412.

After completing the requirements for the M.S. and Ed.S. degrees, a candidate must apply for a one-year internship and complete the following steps to be licensed by KSDE for the Early Childhood through Grade 12 endorsement:

#### Provisional Licensure:

1. After the candidate has completed over 300 clock hours of the 600 hour practicum, the candidate should obtain an application form for provisional endorsement from the ESU Certification officer Andra Baldwin. Provisional endorsement is required in order to practice as an intern. **The candidate must have completed all requirements for the Ed.S. degree including the thesis/project and a passing Praxis II score to receive provisional licensure.** In addition, those Praxis results MUST in

- full (including subscores) be submitted by email to the program director, as an Ed.S. requirement.
2. Return the completed application form to the Certification officer in 208 Visser Hall with a check payable to KSDE for the processing amount, as well as a check payable to ESU for transcript costs. Amounts will vary each year so candidates should check information on the application form and/or with the certification office regarding these amounts in any given year. The certification officer will request, obtain, and send to KSDE the application form and a transcript with the degrees posted. The Ed.S. degree may not be posted on the transcript immediately after completing the degree requirements, so the Office of Graduate Studies and Research will provide confirmation of completion of the Ed.S. degree upon the request of the faculty advisor and Department Chair.

#### **Initial Licensure:**

1. Near the completion of the one-year internship, candidates apply for full licensure using the application forms for full licensure available from the Certification officer.
2. Return the completed application form to the Certification officer with a check (amount will be listed on the application form) payable to KSDE. The application will be sent to KSDE. Candidates should receive notice of licensure within three to six weeks of satisfactory completion of internship and subsequent grade indicating that completion being posted at semester's end.

Candidates should apply for licensure in Kansas whether or not they plan to leave the state after graduation. First, it eliminates problems that may arise when KSDE requests a recommendation from ESU should the application not be made until many years after program completion. Second, should a school psychologist decide to return to Kansas without having been certified in the state, he or she might be required to comply with any new regulations instituted after his or her graduation. This would probably result in additional coursework and expense for the school psychologist.

Upon completion of the School Psychology Program, including all coursework and the internship, candidates will receive on their transcript an indication that they have completed a "NASP-approved School Psychology Certification Program. Respecialization candidate transcripts will not have this NASP designation but the transcript will show program completion. In either case this documentation that the candidate has successfully completed the requirements of the program makes them eligible for initial KSDE licensure as an EC-12 school psychologist, and for those with the NASP designation, are eligible to apply for their NCSP as a graduate of a NASP-approved program.

## **Licensure in Other States**

Licensure in states other than Kansas may or may not have the same requirements. Candidates interested in credentialing within a given state should speak with the program director for guidance, and/or should contact the designated licensure office within that state.

## **National Licensure**

Candidates are encouraged to pursue national licensure as school psychologists. Although required by some states, national licensure is not yet required to practice in Kansas. Detailed requirements are available at <https://www.nasponline.org/standards-and-certification/national-certification>. As affects Emporia State University students, NCSP requirements essentially involve completion of the prescribed curriculum, completion of internship, and a passing score on the National School Psychology Examination administered by the [Educational Testing Service](#). The minimal cut score (currently 147 on test #5402) needed to receive the NCSP is the same cut score needed to be eligible for licensure in the state of Kansas. Full details are available in the application, downloadable at the NASP link above.

## **Credential Renewal**

### **State Licensure**

After a candidate obtains full licensure in Kansas, the first licensure period lasts three years; thereafter, the duration of the licensure period is five years. The school psychologist who continues to practice full-time in a public school setting for two of the three years during the first licensure period is eligible to apply for renewal to obtain a five-year license. During the five-year licensure period, the school psychologist must practice full-time in a public school setting for three of the five years. An option to renew a five-year license by verifying three years of experience is available for two renewals only. If these criteria are not met, continuing education hours are required for relicensure. Specifically, six hours of upper division or graduate level courses are required during each licensure period. For further information concerning continuing education or any other details about credential renewal, candidates should contact the ESU Certification officer in the Office of Field Placement and Licensure, or contact the Kansas State Department of Education. The details on license renewal are [summarized here](#).

### **National Certification**

Renewal of national licensure, known as continuing professional development (CPD), requires 75 contact hours be completed every three years. NCSPs must obtain 10 of the 75 CPDs required for renewal from NASP- or APA-approved providers (e.g., the Kansas Association of School Psychologists is such a provider, #1030) during each three-year renewal period.

Requiring that a portion of CPD credits come from approved providers assists NCSPs in obtaining appropriate instructional level, content, documentation and administrative practices for CPD activities. It is generally regarded that requiring high quality, relevant continuing education is one of the hallmarks of a profession. Physicians, lawyers, accountants, licensed counselors, speech pathologists, and others are required to obtain all or part of their continuing education from “approved providers.” Continuing education by approved providers assists professionals in accessing recognized, high quality activities that enhance their professional growth and meet accepted standards.

In Kansas, most CPD opportunities are available through the [Kansas Association of School Psychologists](#) (KASP), a NASP-approved provider. The program director at Emporia State University has been the CPD-coordinator for KASP since 2006 and can discuss with you other opportunities to attain CPDs through NASP, such as regional meeting attendance.

NASP’s [annual convention and summer conferences](#) offer valuable opportunities for CPD credits, and in addition, NASP members can utilize their [Online Learning Center](#).

More information on renewal of national licensure through continuing professional development is available from [NASP online here](#) in the “maintain your certification” section.

## Chapter 9

### Key Professional Organizations

#### National Association of School Psychologists

The National Association of School Psychologists (NASP) is the premier source of knowledge, professional development, and resources, empowering school psychologists to ensure that all children and youth attain optimal learning and mental health. NASP recognizes all dues-paying certified school psychologists as full members, and currently represents more than 25,000 school psychologists, graduate students, and related professionals throughout the U.S. and 25 other countries. NASP publishes *School Psychology Review*, a peer-reviewed journal, and a newspaper, *Communique*. Policy statements developed by NASP include the *Standards for the Provision of School Psychological Services* and *Ethical Standards for the Practice of School Psychology*. A full review of NASP's vision, mission, core values and priorities can be [seen here](#). NASP is the foremost source of resources on the practice of school psychology including *Best Practices in School Psychology V*. NASP hosts an annual convention each spring, sponsoring presentations of peer-reviewed papers, invited addresses by prominent scholars, and workshops on practices and skills relevant to the practice of school psychology. They often host summer conferences as well. Candidates interested in obtaining NASP membership should see their advisor for application forms or may find them at the NASP website at <http://www.nasponline.org/>

#### Kansas Association of School Psychologists

The Kansas Association of School Psychologists (KASP) exists to advocate for the psychological and educational well-being of Kansas Children, while serving the needs of the membership and promoting school psychology as a profession. It is one of the oldest school psychology organizations in the nation, and is an affiliate as well as one of the founders of the National Association of School Psychologists ([click here](#) to see a Prezi tracing KASP's early history as mined from its archives). KASP publishes a quarterly newsletter called the Kansas School Psychologist, a directory of independent evaluators, and a KASP membership directory. It maintains an active website at <http://kasp.org/>, which contains some great resources for practicing school psychologists. KASP offers an annual state convention, usually in October, and occasionally hosts other training opportunities during the year, such as NASP PREPaRE training. The annual convention includes presentations, workshops, and seminars. In addition, KASP has active liaisons to NASP, to the state legislature, Kansas Trainers of School Psychologists (university faculty), and the Kansas State Department of Education. Program candidates interested in membership should see their advisor for a membership application or can arrange (and pay for) membership online at the website.

KASP correspondence such as snail-mail membership applications should be directed to:

Kansas Association of School Psychologists

P.O. 1801  
Emporia, KS 66801

### **American Psychological Association - Division 16 School Psychology**

Division 16 is the School Psychology Division of the American Psychological Association. It recognizes as full members all doctoral level psychologists. Master's level psychologists qualify for election as associate members. Graduate candidates taking courses in psychology are eligible for participation in APA as student affiliates. To join, candidates must be endorsed by an APA member, preferably a faculty member. The division has a little under 2,000 members currently and publishes the peer-reviewed journal *School Psychology Quarterly*. Policy statements developed by Division 16 are included in *Specialty Guidelines for School Psychological Services*. The American Psychological Association's *Standards for Psychologists*, *Standards for Educational and Psychological Tests and Measures*, and *Standards for the Use of Computers* are also recognized by the division. The American Psychological Association hosts an annual convention each summer in which Division 16 participates. Similar to that of NASP, the APA convention includes presentations of peer-reviewed papers, invited addresses by prominent scholars, and workshops on practices and skills. Because the convention incorporates all APA specialty areas, presentations are more diverse and incorporate those relevant to the practice of other fields of psychology in addition to school psychology. Membership benefits include receiving the *American Psychologist*, the *APA Monitor*, reduced rates for journal subscriptions and other APA publications, and eligibility for any services including placement and insurance coverage.

APA correspondence should be directed to:

American Psychological Association  
750 First St. NE  
Washington, DC 20002-4242  
Phone: (202) 336-6013  
Fax: (202) 218- 5599  
TDD: (202) 336-6123  
Online address: <http://www.apa.org>

~or~

Division 16 School Psychology  
Phone: (202) 216-7602  
Fax: (202) 218-3599  
Online address: <http://apa.org/about/division/div16.aspx>

## **Council for Exceptional Children**

Council for Exceptional Children is an organization online at <http://www.cec.sped.org> for professionals who work with and wish to advocate for children and youth with special learning needs. National membership in Council for Exceptional Children is relatively inexpensive for students, with exact cost dependent upon membership in various divisions of CEC. Divisions of particular interest include the Division for Learning Disabilities, Division for Physical and Health Disabilities, Council for Children with Behavioral Disorders, Division on Mental Retardation & Developmental Disabilities, Division of Early Childhood, and many others. National membership benefits include a national conference, most divisions have their own conferences, as well as journal subscription for each of the division memberships.

CEC correspondence should be directed to:

The Council for Exceptional Children  
1110 North Glebe Road, Suite 300  
Phone: (703) 620-3660 or 1-800-CEC-SPED  
Fax: (703) 264-9494  
TTY: (866) 915-5000

## **Local Organizations including ESU's School Psychology Student Organization**

In addition to the above mentioned organizations, there are some organizations in the field of psychology that have local chapters or strong affiliations on the ESU campus. Emporia State University's [School Psychology Student Society \(SPSS\)](#) is one such organization, with meetings scheduled for the first week of every month. ESU also hosts [Psi Chi](#), the National Honor Society in Psychology. Another is the Association for Psychological and Educational Research in Kansas, PERK. These local organizations provide candidates opportunities to network, attend relevant lectures, events, and conferences in the field of psychology.



## Appendix A

REQUIRED COURSES						EQUIVALENT SUBSTITUTIONS				
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	835	Seminar in School Psychology	3							
PY	722	Theories of Learning	3			EA	773	Advanced Educational Psychology	3	
SD	700	Characteristics of Students with Mild/Moderate Disabilities	3			SD	550	Survey of Exceptionality	3	
PY	714	Assessing Young Children Special Needs	3							
PY	841	Assessment of Intelligence	3							
ER	752	Analysis of Research (project track)	3			ER	851	Research Design and Writing	3	
CE	810	Pre-Practicum Counseling Skills Development	2			PY	703	Diversity		
PY	812	Foundations of Assessment in Special Education and Student Support	3							
EA	885	Human Relations / Group Process in Education	2			EA	830	School Leadership Theory	3	
PY	709	Intro to Neuropsychology	1			EA	849	Educational Law/Regulations	3	
						EA	833	Beliefs, Values, Issues	3	
PY	836	School-Based Prevention/Intervention Mental Health	3							
PY	801	School Psychological Consultation	3							
PY	860	Leading Processes to Meet Diverse Student Needs	3							
CD	838	Advanced Methods for Inclusive Education	3			PY	811	Lifespan Development		
ER	857	Statistical Methods for Education and Psychology II	3			PY	520	Statistics I		
PY	820	Response to Intervention in School Psychology	3							
PY	843	PsychoEducational Assessment	3							
PY	838	Supervised Practice in School Psych.	6							
PY	900	Thesis, Ed.S.( thesis track)	5							
OR	OR	OR	OR							
PY	844	Project, EdS (project track)	3							
SD	850	Characteristics of the Gifted	3							
PY	851	Seminar in Behavior Modification	3			PY	703	Counseling in School Psychology		

Plus three credits of electives from this pre-approved list (project track only) or 1 credit (thesis track):

EA811 Supervision and Evaluation / 3	RE692 Vocational Information and Assessment / 3
ED833 Beliefs, Values, & Issues in Ed. / 3	RE744 Conflict Resolution / 1
EA830 School Leadership Theory / 3	CD744XA Child Abuse/Neglect Reporting / 1
ED820 Curriculum Leadership: Models / 3	CD744XC Creating Positive Settings / 1
EA849 Educational Law and Regulations / 3	CD744XD Understanding Children's Temperament / 1
EA888 School Systems Management / 3	CD744XF Cultural Competency / 1
EA750 Technological Applications / 1	CD785 Enhancing Artistic Creativity of the Young Child / 1
PY803 Research Problem in Psychology / 1-3	CD840 Working with Infants/Toddlers and their Families/Special Needs / 3
PY806 Personality Assessment / 2	SC700XA Introduction to Secondary School Counseling / 3
PY827 Seminar in Psychopathology / 3	SC705XA Introduction to Elementary/Middle School Counseling / 3
PY847 Techniques of Psychotherapy / 3	SC710A Multicultural Counseling / 3
PY848 Family and Group Systems Psychotherapy / 3	SC715A Parenting and Parent Consultation / 3
PY849 Ethics and Professional Practice / 3	SC820A Career Counseling and Development / 3
PY858 Interdisciplinary Referral and Collaboration / 3	SC825 Counseling Theories / 3
RE660 Introduction to Addictions / 2	SC860XA Leadership and Advocacy / 3
RE670 Alcohol and Drug Abuse in Counseling / 3	
RE681 Family Issues in Rehabilitation / 1	

## Appendix B



**Office of Graduate Studies**

1 Kellogg Cr.  
Emporia, Kansas 66801  
Voice: (620) 341-5403  
Fax: (620) 341-5909

**LETTER OF RECOMMENDATION FOR SCHOOL PSYCHOLOGY PROGRAM**

Under the Family Educational Rights and Privacy Act, students of Emporia State University have the right to inspect their files upon request. Sign one of the following statements so that the person you have requested to write a letter of recommendation will know if their letter will be held in confidence, or if the letter will be open to your inspection upon your request. The waiving of your right to see this letter of recommendation **is not** a requirement for admission.

☐ I understand that I have the right to inspect my file upon request under the Family Educational Rights and Privacy Act. I hereby WAIVE my right of Access to this letter of recommendation.

☐ I DO NOT WAIVE my right of access to this letter of recommendation.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Signature of Applicant

**Part I**

TO THE STUDENT: Complete Part I. Give this form to the person recommending you.

Name of Applicant: \_\_\_\_\_ Degree Sought: \_\_\_\_\_

If applicable, please list courses you have taken (or job experiences you have had) from the person filling out the reference.

Course Level undergraduate/graduate	Course Title/Description or Job Experience	When completed	Grade/Performance

Please describe other personal or professional contacts you have had with the person giving reference: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Complete Part II.** Next Page.

**Please Return Completed form, pp. 1-2 to:**

**Attn: School Psychology Admissions Committee**  
**Office of Graduate Studies**  
**1 Kellogg Cr.**  
**Emporia, Kansas 66801**  
**Voice: (620) 341-5403**  
**Fax: (620) 341-5909**

## Part II

TO PERSON FURNISHING REFERENCE: Please fill out this form and return it directly to ESU's School Psychology Admissions Committee via mail or fax as shown at the bottom of page 1. Please complete each rating below, and if you do not know the student well or cannot judge any given area, please feel free to indicate this.

\_\_\_\_\_ I do not know the student well enough to give a recommendation.

In what capacity and during what period of time have you known this applicant? \_\_\_\_\_

1. Please compare the applicant in the scale below with a representative group of students with whom you have interacted during your career (please specify the reference group you are using, e.g., first year graduate students, seniors, employees, etc.)

Reference group \_\_\_\_\_

	Exceptionally Good	Very Good	Good; no major weaknesses	Fair	Poor	Unable to judge
Overall intellectual ability						
Capacity for critical thinking						
Ability to work with others						
Ability to work independently						
Verbal communication skills						
Written communication skills						
Professional demeanor						
Emotional stability/maturity						
Ability to handle stress						
Judgment and discretion						
Capacity for self-reflection						
Openness to feedback						
Openness to diversity						

\_\_\_ I highly recommend    \_\_\_ I recommend    \_\_\_ I recommend with reservations    \_\_\_ I do not recommend

Complete the following questions OR you may submit a LETTER OF REFERENCE WITH LETTERHEAD instead. If you submit a Letter of Reference, please address your estimate of the applicant's strengths and weaknesses as a graduate student in School Psychology (e.g., intellectual independence, emotional maturity, capacity for analytical thinking, accomplishments, organizing and expressing ideas, motivation, empathic abilities, effective listening and communication, etc).

2. What information do you have about this applicant that is relevant to his/her pursuit of a degree/license in school psychology?
3. On campus, in school and/or in the community, what contributions has the applicant made?
4. Some with the potential to be satisfactory or exceptional graduate students have inconsistent or marginal academic records. Is the applicant's record an accurate index of his/her potential? \_\_\_Yes \_\_\_No \_\_\_ Do not know. If your answer is no, explain.
5. Other comments on the applicant's promise as a graduate student in school psychology?

Signature \_\_\_\_\_ Institution or Business \_\_\_\_\_ Date \_\_\_\_\_

Name (Typed or Printed) \_\_\_\_\_ Occupation, Positions, or Title \_\_\_\_\_

Contact info (MUST provide email and/or phone) \_\_\_\_\_

## Appendix C

EMPORIA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
MASTER OF SCIENCE (M.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY  
(Effective Fall 13)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ E-mail: \_\_\_\_\_  
E#: \_\_\_\_\_ Telephone: \_\_\_\_\_ Circle One: Thesis Track Project Track

REQUIRED COURSES						EQUIVALENT SUBSTITUTIONS					
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE	
PY	835	Seminar in School Psychology	3								
PY	722	Theories of Learning	3			EA	773	Advanced Educational Psychology	3		
SD	700	Characteristics of Students with Mild/Moderate Disabilities	3			SD	550	Survey of Exceptionality	3		
PY	714	Assessing Young Children Special Needs	3								
PY	841	Assessment of Intelligence	3								
ER OR ER	752 OR 851	Analysis of Research (project track) OR Research Design and Writing (thesis track)	3 3								
SC	810	Pre-Practicum Counseling Skills Development	2			PY	703	Diversity	2		
PY	812	Foundations of Assessment in Special Education and Student Support	3								
EA	885	Human Relations / Group Process in Education	2			EA or EA or EA	830 or 849 or 833	School Leadership Theory or Educational Law/Regulations or Beliefs, Values, Issues	3 3 3		
PY	709	Intro to Neuropsychology	1								
PY	836	School-Based Prevention/Intervention Mental Health	3								
PY	801	School Psychological Consultation	3								
PY	860	Leading Processes to Meet Diverse Student Needs	3								

Approved Transfer Credit (Maximum = 9 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Dept Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate School Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

EMPORIA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
MASTER OF SCIENCE (M.S.) DEGREE PLAN in SCHOOL  
PSYCHOLOGY (Pre Fall 2013)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ E-mail: \_\_\_\_\_  
E#: \_\_\_\_\_ Telephone: \_\_\_\_\_ Circle One: Thesis Track      Project Track

REQUIRED COURSES						SUBSTITUTIONS				
DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
PY	835	Seminar in School Psychology	3							
PY	722	Theories of Learning	3							
SD	700	Characteristics of High Incidence Disabilities	3							
PY	714	Assessing Young Children Special Needs	3							
PY	841	Assessment of Intelligence	3							
ER OR ER	752 OR 851	Analysis of Research (project track) OR Research Design and Writing (thesis track)	3 3							
SC	810	Pre-Practicum Counseling Skills Development	2							
PY	812	Foundations of Assessment in Special Education and Student Support	3							
EA	885	Human Relations / Group Process in Education	2							
PY	709	Intro to Neuropsychology	1							
PY	836	School-Based Prevention/Intervention Mental Health	3							
PY	801	School Psychological Consultation	3							
PY	860	Leading Processes to Meet Diverse Student Needs	3							

Approved Transfer Credit (Maximum = 9 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

Student  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Dept Chair  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate School Dean  
Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D

EMPORIA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
EDUCATION SPECIALIST (ED.S.) DEGREE PLAN in SCHOOL PSYCHOLOGY  
(Fall 12)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ E-mail: \_\_\_\_\_  
E#: \_\_\_\_\_ Telephone: \_\_\_\_\_ Circle One: Thesis Track Project Track

REQUIRED COURSES

EQUIVALENT SUBSTITUTIONS

DEPT	#	COURSE TITLE	HRS.	GRADE	SEM.	DIV	#	COURSE TITLE	HRS	GRADE
CD	838	Advanced Methods for Inclusive Ed	3			PY	811	Seminar in Human Growth/Development	3	
Or	Or	Or								
PY	811	Seminar in Human Growth/Dev	3							
ER	857	Statistical Methods for Education and Psychology II (thesis track)	3			PY	520	Stats I (project track)	3	
PY	820	Response to Intervention in School Psychology	3							
PY	843	PsychoEducational Assessment	3							
PY	838	Supervised Practice in School Psych.	6							
PY	900	Thesis, Ed.S.( thesis track)	5							
OR	OR	OR	OR							
PY	844	Project, EdS (project track)	3							
SD	850	Characteristics of the Gifted	3							
PY	851	Seminar in Behavior Modification	3			PY	703	Counseling in School Psychology	3	

Required Elective Credit (1 hour for thesis track, or 3 hours for project track)


Pre-Approved Electives / Credits

EA811 Supervision and Evaluation / 3  
ED833 Beliefs, Values, & Issues in Ed. / 3  
EA830 School Leadership Theory / 3  
ED820 Curriculum Leadership: Models / 3  
EA849 Educational Law and Regulations / 3  
EA888 School Systems Management / 3  
EA750 Technological Applications / 1  
PY803 Research Problem in Psychology / 1-3  
PY806 Personality Assessment / 2  
PY827 Seminar in Psychopathology / 3  
PY847 Techniques of Psychotherapy / 3  
PY848 Family and Group Systems Psychotherapy / 3  
PY849 Ethics and Professional Practice / 3

PY858 Interdisciplinary Referral and Collaboration / 3  
RE660 Introduction to Addictions / 2  
RE670 Alcohol and Drug Abuse in Counseling / 3  
RE681 Family Issues in Rehabilitation / 1  
RE692 Vocational Information and Assessment / 3  
RE744 Conflict Resolution / 1  
CD744XA Child Abuse/Neglect Reporting / 1  
CD744XC Creating Positive Settings / 1  
CD744XD Understanding Children's Temperament / 1  
CD744XF Cultural Competency / 1

CD785 Enhancing Artistic Creativity of the Young Child / 1  
CD840 Working with Infants/Toddlers and their Families/Special Needs / 3  
SC700XA Introduction to Secondary School Counseling / 3  
SC705XA Introduction to Elementary/Middle School Counseling / 3  
SC710A Multicultural Counseling / 3  
SC715A Parenting and Parent Consultation / 3  
SC820A Career Counseling and Development / 3  
SC825 Counseling Theories / 3  
SC860XA Leadership and Advocacy / 3

Approved Transfer Credit (Maximum = 6 hours)

COLLEGE	COURSE NUMBER AND NAME	HRS.	GRADE	SEM.	ESU COURSE EQUIVALENT

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Dept Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate School Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix E

**Department of Psychology  
School Psychology Program**

**Masters Degree Requirements Checklist**

The following items MUST be completed if YOU plan to graduate.

Completed:

1. You have met with your advisor, worked out a degree plan, approved plan has been signed by advisor, department chair, and graduate dean, and is on file in the Graduate Office \_\_\_\_\_
2. Any and all probationary requirements listed in your admissions letter are met. A formal release from probation, requested by your advisor, has been completed in the department office. \_\_\_\_\_
3. You have met residency requirements of one full semester as a regularly enrolled full-time student or one summer session for at least five weeks on campus \_\_\_\_\_
4. The department has approved you for degree candidacy. This may be requested in the department office via your advisor. \_\_\_\_\_
5. Your "Intent to Graduate" has been filed by March 1 for Summer graduates, July 1 for Fall graduates, and November 1 for Spring graduates, completed online. See instructions at <http://www.emporia.edu/grad/graduating-students/> \_\_\_\_\_
6. Comprehensive Examination has been successfully completed. \_\_\_\_\_
7. Every course listed on your filed degree plan has been completed with a grade no lower than a "B." \_\_\_\_\_
8. If a course listed on your degree plan has been satisfied with a substitute course, the filed degree plan reflects those changes \_\_\_\_\_
9. If a course listed on your degree plan has been satisfied with transfer credit, the filed degree plan reflects those changes AND an official transcript showing that completed course has been sent to ESU's registrar \_\_\_\_\_
10. Obtained satisfactory disposition assessment results from faculty. \_\_\_\_\_
11. You are enrolled in at least 1 credit hour the semester you intend to graduate. \_\_\_\_\_

All of the above items MUST be completed if you plan to graduate.

## Appendix F

**Department of Psychology  
School Psychology Program**

**Ed.S. Degree Requirements Checklist**

The following items MUST be completed if you plan to graduate.

Completed:

1. If you have just completed an M.S. in school psychology from ESU, you are no longer on active status! You need to apply and be admitted to the Ed.S. program. Complete an online application, have a recommendation form filled out by at least one faculty member, and receive admittance to the Ed.S. program. \_\_\_\_\_
2. You have met with your advisor, worked out a degree plan, the approved plan has been signed by advisor, department chair, and graduate dean, and is on file in the Graduate Office \_\_\_\_\_
3. Any and all probationary requirements listed in your admissions letter are met. If you did not complete an M.S. in school psychology at ESU, any M.S. courses which you have not satisfied are probationary requirements. A formal release from probation, requested by your advisor, has been completed in the department. \_\_\_\_\_
4. Unless you already did so while completing your M.S. degree at ESU, you have met residency requirements of one full semester as a regularly enrolled full-time student or one summer session for at least five weeks on campus. \_\_\_\_\_
5. Your "Intent to Graduate" has been filed by March 1 for Summer graduates, July 1 for Fall graduates, and November 1 for Spring graduates, completed online at <https://www.emporia.edu/grad/intent1.htm> \_\_\_\_\_
6. If you did not complete the Comprehensive Examination during M.S. studies at ESU, it must be successfully completed. \_\_\_\_\_
7. Every course listed on your filed degree plan has been completed with a grade no lower than a "B." \_\_\_\_\_
8. If a course listed on your degree plan has been satisfied with a substitute course, the filed degree plan reflects those changes \_\_\_\_\_
9. If a course listed on your degree plan has been satisfied with transfer credit, the filed degree plan reflects those changes AND an official transcript showing that completed course has been sent to ESU's registrar \_\_\_\_\_
10. You have taken the Praxis II School Psychologist test, received a pass score by KS standards, and provided a copy of those \_\_\_\_\_

results to the program director. Remember that, even if you indicated when registering for the exam that ESU should receive results, ETS will not provide your individual results unless at least 10 candidates have taken the exam, so you MUST independently provide a copy.

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11. The department has approved you for degree candidacy. This may be requested via your advisor in the department office.

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12. You have successfully completed the Ed.S. thesis or Ed.S. project, all incompletes for thesis/project have been resolved from past semesters, and a final exam card has been filed by the advisor in the office.

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13. Obtained satisfactory disposition assessment results from faculty.

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14. You are enrolled in at least 1 credit hour the semester you intend to graduate.

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All of the above items MUST be completed if you plan to graduate.

## Appendix G

### **3P.11 Policy and Procedures for Voluntary or Involuntary Withdrawal from the University for Seriously Disruptive Behaviors**

When a student engages in behavior that violates the ESU Student Code of Conduct or Academic Dishonesty Policy, those policies and procedures should be followed. However, at times students engage in seriously disruptive behavior that requires swift intervention. “Seriously disruptive behavior” is defined as behavior that is disruptive to the maintenance of the academic environment, destructive to University property, or constitutes a threat to the well being of the student or others. In such cases, the procedures outlined below should be followed.

#### **I. Responses to Seriously Disruptive Behavior**

- A. When a student has voiced intent and/or exhibits behaviors that require immediate intervention (e.g. active suicidal or homicidal threat or behavior, etc.), these steps should be taken:
  - 1. The concerned party will notify ESU Police & Safety to assure safety and to initiate appropriate action.
  - 2. ESU Police & Safety will notify administration according to the ESU Emergency Operations Plan (“EOP”). This will include, if deemed appropriate, notifying the Associate Vice President for Student Life (“A.V.P. for Student Life”) or other members of the CARE Team.
  - 3. Upon receipt by the A.V.P. for Student Life, the A.V.P. for Student Life, or designee, will evaluate and determine the appropriate response(s), including but not limited to:
    - a. Referral for review by the Provost and Vice President for Academic Affairs and Student Life (“Provost”)
    - b. Referral to the CARE Team
    - c. Referral under the Student Code of Conduct
  - 4. Upon receipt by the CARE Team, the CARE Team will evaluate and refer the matter in accordance with this policy and, if necessary, in conformity with requirements of the University EOP.
- B. When a student evidences behaviors that are seriously disruptive, but not of immediate risk of harm to self or others, these steps should be followed:
  - 1. The concerned party will notify the A.V. P. for Student Life, or designee, or a member of the CARE Team in accordance with University Policies.
  - 2. Upon receipt by the A.V. P. for Student Life, or designee, in the interests of timing and sensitivity to the immediate needs of all parties, the A.V.P. for Student Life will evaluate and determine the appropriate response, including but not limited to:
    - a. Referral to Provost for administrative review
    - b. Referral to the CARE Team
    - c. Referral under the Student Code of Conduct
  - 3. Upon receipt by the CARE Team, the CARE Team will evaluate and refer the matter in accordance with the University Policies.

If during these processes the A.V. P. for Student Life or the CARE Team has reason to believe the seriously disruptive behavior may be related to a diagnosable mental disorder or other condition, the following procedures should be followed:

## **II. Voluntary Withdrawal from the University**

- A. The matter will initially be referred to the A.V.P. for Student Life who will keep the Provost notified of activities and recommendations on the proper course of action.
- B. The A.V.P. for Student Life, or designee, and the student will explore referral to appropriate community resources, reasonable accommodations that would eliminate or sufficiently reduce the disruption, and/or explore a voluntary withdrawal of the student. Parents/guardians/spouses or others identified by the student may be present during this discussion.
- C. Upon voluntary withdrawal, the University will provide conditions and requirements necessary for reinstatement.
- D. Steps may be taken to minimize potential financial and academic loss.

## **III. Involuntary Withdrawal from the University**

If a student does not withdraw under conditions described in Section II and the A.V. P. for Student Life or the CARE Team has reason to believe the seriously disruptive behavior may be related to a disabling condition, the student may be considered for involuntary withdrawal (as opposed to dismissal pursuant to the Student Code of Conduct). In this case, the following procedure should be followed:

- A. The A.V.P. for Student Life, or designee, may refer the student for evaluation to a mutually agreed upon and appropriately credentialed medical or mental health professional to determine the effect of the medical or mental health issue on the behavior, and the prognosis for continuation of such behavior.
  - 1. The cost of this evaluation shall be borne by the University.
  - 2. The student will be informed of this mandatory referral for evaluation in writing and will also be provided with a copy of this policy.
  - 3. The A.V.P., or designee, in consultation with the Provost, may require an interim suspension pending the result of this evaluation.
  - 4. The evaluation should be completed within ten (10) University business days from the date of receipt of the referral letter.
  - 5. The student will sign a release permitting all relevant information to be provided to the A.V.P. for Student Life, or designee.
- B. Should the evaluation result in a determination that there is no apparent threat to the safety of self or others, no inability or refusal to fulfill personal, medical or mental health needs that might lead to serious physical circumstances or death within a short period of time, and no apparent threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, further procedures under this policy may cease. The A. V.P., or designee, may determine no further action under this policy is necessary, and may refer the matter for action under another University policy.

- C. If the determination of Section **III B** of this policy is based on the student's continued compliance with treatment, the student will be required to meet with the A.V.P., or designee, and CARE Team if necessary, to develop an administrative resolution with behavioral expectations.
- D. Should the evaluation result in a determination by the A.V.P. for Student Life, or designee, that it is in the best interest of the student and/or the University community that the student is involuntarily withdrawn from the University, the A.V.P., or designee, may make such recommendation to the Provost, or designee. Should the student be involuntarily withdrawn, the Provost, or designee, will issue a determination letter to inform the student in writing of the involuntary withdrawal and of the student's right to an appeal under section IV below. Failure to file a timely appeal constitutes a waiver of any right to an appeal. The circumstances regarding the student's involuntary withdrawal are not noted on the student transcript.
- E. The University may permit the student to withdraw voluntarily at any time prior to the conclusion of the involuntary withdrawal process.
- F. If the student is unable or unwilling to cooperate in the mandatory evaluation process, the University will make its decision based on the best available information.
- G. Where the University seeks to involuntarily withdraw a student who is an otherwise qualified individual with a disability on the basis that the student poses a "direct threat" within the meaning of the ADA and amendments thereto, the University will make an individualized assessment as follows:
  - 1. Direct threat analysis will be made on an individualized assessment from the current medical evidence, or best available objective evidence: 1) the nature, duration, and severity of the risk; 2) the probability that the potential injury will actually occur; and, 3) whether reasonable modifications to policies, practices, or procedures, or the provision of auxiliary aids and services, will mitigate the risk. If necessary, the University will consult with individuals with in-depth knowledge and experience in the area of disability as part this assessment.
  - 2. Where there is an immediate safety concern, the University may set interim conditions on the student while completing the assessment. The University will give the student notice of the University's actions and will provide minimal due process.
  - 3. If the University determines that a student poses a direct threat to others, the University may condition the student's future receipt of a benefit or service upon the student's provision of documentation showing that the student is no longer a threat. Such evidence may include, but not be limited to, a treatment plan or periodic reports from an appropriately credentialed medical or mental health professional. The University will not, however, condition the provision of a benefit or service upon a showing by the student that he or she has eliminated behaviors that are a manifestation of a disability, unless such behavior significantly contributed to the direct threat.
  - 4. The A.V.P. for Student Life, or designee, may recommend to the Provost, to deny or rescind admission or suspend or dismiss a student who is determined to be a direct threat to the health or safety of self or others. The Provost will notify the student of the determination and provide a copy of this policy and explain the appeal procedure.

#### **IV. Appeal**

A student may request a meeting with the Provost to appeal the determination that he or she be involuntarily withdrawn. If the student wishes to appeal, the following provisions will apply:

- A. The student must submit a written request to the Provost within three (3) University business days from the date of receipt of the determination letter; or in cases of hospitalization or incarceration, the student may submit the written request to appeal within three (3) University business days of release.
  - 1. The meeting date will normally be set within five (5) University business days following the receipt of the request.
  - 2. Pending completion of the meeting, the student is subject to interim involuntary suspension, but may be allowed to be on the campus to attend the meeting or for other necessary purposes, as authorized in writing in advance by the Provost or designee.
- B. The student will be requested to authorize the Provost or designee and other meeting participants to have access to relevant materials deemed necessary for the meeting. If the student declines to grant access to the records, the meeting will proceed without the requested information.
- C. The student shall be informed in writing of the Provost's or designee's final decision and reasons for decision, within five (5) University business days following the meeting. The decision of the Provost or designee is effective upon being conveyed to the student and is final.

#### **V. University action after an Involuntary Withdrawal because of behavior concurrent with a diagnosed medical or mental health disorder**

- A. Upon involuntary withdrawal because of behavior concurrent with a diagnosed medical or mental health disorder, the University will provide conditions and requirements necessary for reinstatement.
- B. Reasonable efforts should be made to refer the student for appropriate medical or mental health services.
- C. Reasonable steps may be taken to minimize potential financial and academic loss in conformity with other applicable ESU policies.

#### **VI. Reinstatement after a Voluntary or Involuntary Withdrawal from University.**

A student who has been withdrawn for reasons of disruptive behavior concurrent with a diagnosed medical or mental disorder may be reinstated only with the approval of the Provost, or designee. Applications for reinstatement may be made once per semester.

Reinstatement requirements will be tailored to each student's needs and related to the issue(s) that necessitated the withdrawal. The reinstatement process includes the following steps:

- A. Former student will submit a letter to the A.V.P. for Student Life requesting reinstatement, and include a copy of a recent evaluation by a licensed mental or medical health professional showing that the disruptive behaviors leading to the withdrawal are being adequately managed. The evaluation would be initiated and paid for by the student, not by the University.

- B. The A.V.P. for Student life, or designee, will review the letter and the evaluation results, as well as the conditions and requirements for reinstatement, to determine whether the conditions and requirements have been met. The A.V.P. for Student Life, or designee, in consultation with the CARE Team, will make a recommendation to the Provost based on consideration of this information.
- C. The Provost will make a decision based on consideration of this information and will notify the student and CARE Team of this decision and any conditions within five (5) University business days. The Provost, or designee, will notify appropriate academic departments the student is reinstated and permitted to enroll or re-enroll.
- D. The student may be placed on probation for a period of no less than one semester after reinstatement. If the student fails to meet the preconditions for reinstatement he or she may be subject to withdrawal. The student's probationary status will be monitored by the CARE Team and will not be reflected on his or her academic transcript.
- E. If the student successfully completes the probationary period, the CARE Team will evaluate returning the student to regular status, and make recommendations to the Provost to end the probationary period. The student will receive written notification of the decision to return to regular status within five (5) business days of the Provost's determination.

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

**EMPORIA STATE UNIVERSITY  
THE TEACHERS COLLEGE  
PROCEDURES OF DUE PROCESS FOR EARLY TERMINATION  
OF AN OFF-CAMPUS FIELD EXPERIENCE ASSIGNMENT OF ADVANCED CANDIDATES**

**Definitions**

Field Experience: An internship or practical experience in a school or agency.

Candidate: Interns or candidates doing a field experience in a school or agency outside of the university. University Supervisor: The university faculty member who supervises and evaluates a candidate doing an internship or other field experience.

Mentor: A teacher, administrator, or other person in the school or agency who supervises the candidate on-site.

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College for a field experience. The following steps shall apply unless the department chair or the Director of the Office of Professional Education Services (OPES) determines that an emergency situation exists, at which time a candidate may be immediately removed from an assignment. Should an immediate removal from an assignment be deemed necessary at any step of this procedure, the candidate may file an appeal beginning at step 5. Candidates will be informed of this due process procedure by the university supervisors at the time of or before they are placed for their field experiences.

1. Within five (5) business days of identified deficiencies or problems, the mentor shall meet with the candidate to discuss the deficiencies or problems in an attempt to resolve them and document the date of occurrence. If this meeting does not occur, the candidate or mentor will contact her/his university supervisor to determine a plan of action.
2. For deficiencies or problems that continue, the mentor, candidate, and university supervisor shall within ten (10) business days of the date of occurrence documented in step 1 jointly detail in writing the candidate's deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. The candidate will be informed in writing that not meeting the expectations specified could result in early termination of his/her assignment or an unsatisfactory grade. If this meeting does not occur, the candidate or mentor will contact his/her department chair or OPES to determine a plan of action.
3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the university supervisor will notify the department chair or OPES Director of the deficiencies or problems, and the department chair or OPES Director will set up a joint meeting of the mentor, candidate, university supervisor, and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. Following the meeting, a contract signed by all parties will specify the expectations of the candidate and the timeframe for improvement, including a date by which expectations must be met.
4. On or before the date by which expectations must be met, as specified in the contract, the candidate will be informed by the department chair or OPES Director whether she/he will be allowed to continue or withdrawn from an assignment. If the candidate is withdrawn from an assignment, she/he will be given notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures.
5. If the candidate is withdrawn from his/her assignment, then he/she may appeal the decision and request that the Associate Dean of The Teachers College convene a Candidate Retention Appeals Committee. The candidate must submit his/her appeal in writing within three (3) business days of the notice of withdrawal from an assignment. The candidate will not be allowed to continue an assignment during the appeal process.

6. Within five (5) business days of receiving the request for an appeal, the Associate Dean shall appoint members to a Candidate Retention Appeals Committee and schedule a hearing.
7. The Candidate Retention Committee shall be composed of the following five (5) voting members:
  - Two (2) school or agency representatives
  - Academic area representative
  - Department faculty representative
  - ESU graduate candidate from the academic area

The Associate Dean of The Teachers College will convene and serve as the non-voting chair of the Candidate Retention Committee. A Committee member may be replaced only if the candidate can demonstrate a conflict of interest as judged by the Associate Dean of the Teachers College.

The Candidate Retention Appeals Committee must meet within 10 business days of the date of the appeal.

8. For the purpose of answering any questions that might arise, the following persons should attend the meeting of the Candidate Retention Appeals Committee:
  - Candidate
  - Department Chair or OPES Director or designee
  - University Supervisor
  - Mentor

In the event one or more of the required members cannot attend, the Associate Dean of The Teachers College may approve a substitute.

A parent or guardian may attend the hearing. Neither the University nor the candidate may be represented by legal counsel at the meeting of the Candidate Retention Appeals Committee.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.
10. The candidate shall present his/her own case to the Candidate Retention Appeals Committee.
11. Within 24 hours of the meeting, the candidate Retention Appeals Committee shall make one of the following decisions:
  - (a) Uphold the decision to withdraw the candidate from his/her assignment. If the Committee's decision is option (a), the candidate may appeal to the Dean of the Teachers College and subsequently to the Vice President of Academic Affairs and the President of the University.
  - (b) Reinstate the candidate to his/her current assignment. If the Committee's decision is option (b), the candidate will return to his/her current placement at a time specified by the Committee.
  - (c) Permit the candidate to complete an assignment as stipulated in a written contract (e.g. redemption, lengthen time, different placement). If the Committee's decision is option (c), the candidate must agree to the stipulations and fulfill them. The department chair or OPES Director, mentor, and university supervisor will determine if the conditions have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulation(s) will result in a failing grade for an assignment.

12. Within 48 hours following the meeting of the Committee, the candidate shall be informed in writing of the findings and decision of the Committee.

## Appendix H

## Academic Appeals Policy

3F.01 Any student who believes he/she has been dealt with unfairly concerning academic progress (such as course grades or absences), will have access to an academic appeal. The appeal must be initiated within one semester after the semester in which the issue occurs. The procedures are as follows:

1. The student should discuss the issue with the faculty member involved and attempt to resolve the problem.
2. If the problem cannot be resolved in such a discussion, the student is required to put in writing the particulars of the matter in conflict and submit this to the department chair.
3. The department chair will attempt to clarify the conflict, mediate the positions and interests of both parties, and, if possible, identify resolution options that are acceptable to both parties.
4. If the department chair is unable to resolve the conflict between the student and the faculty member, the student may request the department chair convene the Departmental Appeals Committee. The department chair will send to the Committee (1) a written statement reflecting the department chair's attempt to resolve the issue, (2) the written statement by the student, and (3) a written response made by the faculty member to the issue in conflict.
5. The Departmental Appeals Committee shall review the written statements and may interview the student and/or faculty member. The student has the option of asking another student or member of the university community to be present at the interview. Legal counsel can be present but cannot speak for either the student or faculty member.
6. If the Departmental Appeals Committee does not resolve the issue, the matter may be appealed to the Dean of The Teachers College, who will convene a School/College Academic Appeals Committee. The committee's final vote will be submitted to the Dean, who will make the final decision. The process for academic appeals concludes with the Dean, and there is no further appeal.

*Makeup of the Departmental Appeals Committee.* The Departmental Appeals Committee shall be organized as follows, unless a separate department policy is in place:

1. At the beginning of each academic year, the department chair shall establish an academic appeals committee pool of no fewer than 5 members. It should include at least 3 faculty members, and at least 2 undergraduate students or at least 2 graduate students in departments which have a graduate program.
2. When needed, the department chair will convene a Departmental Appeals Committee consisting of at least 2 of the faculty members and 1 of the students from the committee pool. The student selected will depend on whether the appeal comes from an undergraduate or graduate student. The student will be undergraduate if the student making the appeal is undergraduate or graduate if the student making the appeal is graduate.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the Departmental Appeals Committee. The department chair will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the Departmental Appeals Committee membership

to hear the appeal, they have surrendered the opportunity to object to the members of the board. Once the Departmental Appeals Committee has been selected, the department chair will assign one of the faculty members to act as the Chair of the Board.

*Makeup of The Teachers College Academic Appeals Committee.* The Teachers College Academic Appeals Committee shall be organized as follows:

1. The School/College Academic Appeals Committee shall be drawn from the various academic appeals committee pools established within departments of the college. The Teachers College Academic Appeals Committee shall consist of at least 5 members: 3 faculty and 2 students. The students will be undergraduates if the student making the appeal is undergraduate, graduate if the student is a graduate.
2. No student or faculty member from the same department as that from which the appeal emanates will be appointed to The Teachers College Academic Appeals Committee.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the School/College Academic Appeals Committee. The Dean will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the members of The Teachers College Academic Appeals Committee to hear the appeal, they have surrendered the opportunity to object to the members of the board.

## Appendix I

## Application for Admission to School Psychology Practicum

This form should be delivered to the practicum supervisor by Oct 1<sup>st</sup> (for practica beginning in spring) or May 1<sup>st</sup> (for practica beginning in fall), to solicit approval for practicum enrollment.

I have an Ed.S. degree plan on file with the registrar \_\_\_\_\_ yes \_\_\_\_\_no

I have completed all probationary requirements \_\_\_\_\_ yes \_\_\_\_\_no

I have met residency requirements \_\_\_\_\_ yes \_\_\_\_\_no

I have passed Comprehensive Examinations \_\_\_\_\_ yes \_\_\_\_\_no

I have completed or have signed up to take the Praxis II \_\_\_\_\_ yes \_\_\_\_\_no

The semester prior to practicum, I have obtained satisfactory disposition assessment from faculty \_\_\_\_\_ yes \_\_\_\_\_no

I have filed my intent to graduate \_\_\_\_\_ yes \_\_\_\_\_no

### Membership in Organizations

☐ NASP   ☐ KASP   ☐ CEC   ☐ SPSS   ☐ Other \_\_\_\_\_

Indicate which courses you have completed (including by substitution/transfer) in a previous semester, those you anticipate having completed before practicum begins, and those you request to complete concurrently with practicum.

Pre	#	Title	Accepted Equivalent	Already Complete	Anticipate Complete Pre-pract.	Request concurrent with practicum
PY	835	Seminar in School Psychology				
PY	811	Seminar in Human Growth and Dev.	CD838			
PY	841	Assessment of Intelligence				
PY	722	Theories of Learning	EA773			
CE	810	Pre-Prac. Counseling Skills Dev.	PY703 Diversity			
PY	812	Individual Assessment				
PY	843	PsychoEducational Assessment				
ER	857	Stat. Methods for Educ. and Psych. II	PY520			
PY	836	School-Based Prevention/Intervention				
SD	802	Seminar in Behavior Management	PY703 Counseling			
PY	860	Leading Processes to Meet Diverse Student Needs				
ER	851	Research Design & Writing	ER752			
EA	885	Human Relations / Group Processes (combined with PY709 Intro to Neuro – old track)	EA 830, 849, 833			
PY	801	School Psychological Consultation				
SD	700	Characteristics of Students with High Incidence Disabilities				
PY	714	Assessing Young Children Special Needs				
PY	820	Response to Intervention				
PY	838	Supervised Practice in School Psych.				
PY	844	Project, EdS	PY900			
SD	850	Characteristics of the Gifted				

GPA in ESU School Psychology Program courses: \_\_\_\_\_

If you have received any grade below a B, including a current W or Incomplete in your school psychology coursework, please list those courses and the grade received.

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Describe your Ed.S. thesis or Ed.S. project status.

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Do you intend to do your practicum:

\_\_\_\_\_ full time (forty hours a week) for one spring or fall semester

\_\_\_\_\_ part time (20 hours a week) for one spring **and** one fall semester

\_\_\_\_\_ other (describe) \_\_\_\_\_

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If you intend to complete any of your practicum experiences in other than a traditional school setting, describe

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Describe your intended employment work status, including place, days and hours, during the semester(s) in which you will be on practicum.

[illegible]

## Appendix J

Disposition Assessment  
Emporia State University School Psychology Program

Dispositions to be Assessed (from the Conceptual Framework)

Candidates will demonstrate a:

- Commitment to professionalism and ethical standards.
- Desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
- Dedication to lifelong learning by participating in professional organizations and keeping current with research in their field.
- Belief in having high expectations for all learners.
- Respect for cultural and individual differences by providing equitable learning opportunities for all.
- Desire to communicate with family and community members to make them partners in the educational process.
- Commitment to collaboration with other professionals to improve the overall learning of students.

Procedures for Disposition Assessment

1. Dispositions will be assessed by core faculty at key decision points as specified in the assessment system (i.e., during admissions to M.S., during admission to Ed.S., pre-practicum, during practicum, at completion of practicum, during internship, at completion of internship: see assessment system for details). May also be assessed by any ESU instructor at their discretion or at the request of a core faculty member. If dispositions are unacceptable, a plan for improvement (i.e., “learning contract”) will be developed for the candidate to follow during a probationary period.
2. Whenever concerns with disposition arise, they will be documented by letter in the candidate’s file. Dispositions will be assessed throughout coursework and documentation included in the candidate’s file. Concerns will be discussed with the candidate for purpose of feedback and to provide remediation assistance as necessary.
3. The program validates acceptable dispositions of candidates for admission to practicum and/or internship. If dispositions are unacceptable, the candidate will be denied admission to the practicum and/or internship until the conditions of a learning contract are fulfilled, or if the issue is minor a contract will be developed for the candidate to complete concurrently with the field experience.
4. The candidate may file an appeal if admission to practicum and/or internship is denied as consistent with the college and university due process procedures (see Appendix H).
5. A final assessment of dispositions is done at program completion and/or recommendation for licensure.

6. Candidates must meet or exceed disposition expectations on all items, including additional disposition assessment items specific to practicum and internship (sample included at bottom of this document), by the time they complete the program and/or are recommended for licensure.

#### Candidate Notification Policy

- Candidates will be given a copy of this policy, a copy of the details of the Advanced Unit Assessment System and sequence, and the appeals policy and procedures (i.e., Appendix G and H of the Program Handbook).
- Copies of each of these policies will be available online for all incoming and transfer students who wish to pursue an advanced degree. Available at <http://www.emporia.edu/teach/psychology/school/>.
- Candidates will be provided a copy of the policy during advising sessions as needed.
- Candidates must sign a statement that they understand the policy as written.
- Signed statements will be kept on file in the candidate's permanent and departmental files.
- Candidates will be informed that they must meet all criteria listed on the assessment of dispositions form.

#### Appeals Process

The candidate may appeal admission decisions to the Associate Dean of the Teachers College. Appeals and Withdrawals will follow the Emporia State University's and the Teachers Colleges Processes as detailed in Appendices G and H and also as can be reviewed online on the ESU website or a physical copy reviewed in the office of the Dean of the Teachers College.

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Print Candidate's Name

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Candidate's Signature

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Date

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Student E#

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Advisor's Signature

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Date

School Psychology Program Assessment of Dispositions

Candidate \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Please compare the candidate with a representative group of graduate candidates and offer a rating of them on each disposition using the descriptors below. Please offer written comments, particularly for dispositions which are assessed as fair or poor.

In what capacity and during what period of time have you known this applicant? \_\_\_\_\_

	Exception ally	Very Good	Good; no major	Fair	Poor	Unable to
Overall intellectual <del>ability</del>						
Capacity for critical <del>thinking</del>						
Ability to work with <del>others</del>						
Ability to work <del>independently</del>						
Verbal communication <del>skills</del>						
Written <del>communication skills</del>						
Professional demeanor						
Emotional <del>stability/maturity</del>						
Ability to handle stress						
Judgment and <del>discretion</del>						
Capacity for self- <del>reflection</del>						
Openness to feedback						
Openness to diversity						

Comments (attach as needed) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Additional Assessment Items for School Psychology Candidates Rated by  
Building Supervisor during Field Experiences

Professional Behaviors Subscale Sums	Unsatisfactory	Emergent	Competent	Exemplary
Presents a professional appearance (e.g., appropriate dress and language)				
Is punctual for appointments and meetings				
Demonstrates fundamental organizational skills (e.g., attention to detail, time management, setting priorities)				
Demonstrates good judgement and common sense				
Manages time realistically and efficiently				
Maintains visibility and accessibility within school				
Considers all alternatives and implications before making recommendations				
Completes written reports and forms in a neat, thorough, and accurate manner and with punctuality				
Interpersonal Skills Subscale Sums				
Communicates and listens effectively				
Is tolerant of others' values and viewpoints				
Is assertive in problem solving when needed				
Meets difficult situations with self control				
Establishes comfortable and productive working relationships with other school staff				
Relates well to students and parents				
Is sensitive and empathetic				
Shows concern, respect, and sensitivity for the needs of students				
Achieves comfortable interactions with diverse students and parents				
Participation in Supervision Subscale Sums				
Displays initiative and resourcefulness				
Utilizes constructive criticism				
Shows evidence of continued self-assessment				
Keeps supervisor informed of unusual events and activities				
Demonstrates an awareness of competency level, and doesn't accept responsibilities that exceed this level				
Consistently follows through when additional action is needed				

## Appendix K

**Emporia State University**  
**School Psychology Program**  
**Comprehensive Examination Scoring Rubric**

M.S. Candidate \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_

**Content Knowledge relating to examination questions which show that the candidate:**

- has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations.
- collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.
- shows acceptable proficiency in planning and communicating instruction, intervention, or other professional practice in ways that make content meaningful.

Poor - 1	Marginal - 2	Competent - 3	Exemplary - 4	Score
<p>Demonstrates unacceptable knowledge of the subject matter through production of work that fails to meet established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> <li>• shows lack of insight or original thinking</li> <li>• exhibit numerous or substantial errors in interpreting disciplinary readings</li> <li>• do not incorporate analysis or synthesis of central concepts of the subject</li> <li>• reflect no understanding or inaccurate understanding of the nature of the discipline and its links to other disciplines</li> <li>• fail to provide supporting details or examples rely on vague generalities and clichés</li> </ul>	<p>Demonstrates minimal knowledge of the subject matter through production of work that meets some established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> <li>• show minimal evidence of insight or original thinking</li> <li>• exhibit some errors in interpreting disciplinary readings</li> <li>• incorporate minimal analysis and synthesis of central concepts of the subject</li> <li>• reflect vague understanding of the nature of the discipline and its links to other disciplines</li> <li>• provide few details and examples</li> <li>• exhibit substantial reliance on vague generalities and clichés</li> </ul>	<p>Demonstrates acceptable knowledge of the subject matter through production of work that meets established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> <li>• show some insight, creativity, and original thinking</li> <li>• exhibit reasonable interpretation of disciplinary readings</li> <li>• incorporate some analysis and synthesis of central concepts of the subject</li> <li>• reflect some understanding of the nature of the discipline and its links to other disciplines</li> <li>• provide some detail and specific examples</li> <li>• have few vague generalities and clichés</li> </ul>	<p>Demonstrates in-depth knowledge of the subject matter through production of work that goes beyond established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> <li>• are highly original and creative</li> <li>• exhibit reflective interrogation of disciplinary readings</li> <li>• incorporate critical analysis and synthesis of central concepts of the subject</li> <li>• reflect a holistic view of the nature of the discipline and its links to other disciplines</li> <li>• provide detailed descriptions and numerous specific, vivid examples</li> <li>• avoid vague generalities and clichés</li> </ul>	<div>Choose one... ▼</div>

## Application of Content Knowledge

Poor - 1	Marginal - 2	Competent - 3	Exemplary - 4	Score
<p>Fails to demonstrate minimal proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, and create a positive, motivating learning environment. Written responses:</p> <ul style="list-style-type: none"> <li>• show lack of insight or original thinking</li> <li>• exhibit numerous or substantial errors in understanding of literature</li> <li>• rely on experience without reference to professional knowledge and standards in formulating decisions</li> <li>• exhibit substantial gaps in knowledge or application of content knowledge and the varied strategies used to engage learners</li> <li>• ignore the nature and needs of learners in the target population</li> <li>• fail to demonstrate understanding of contexts that impact learning</li> <li>• fail to provide supporting details or examples</li> <li>• rely on vague generalities</li> <li>• include major grammatical and/or usage errors</li> </ul>	<p>Demonstrates minimal proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, and create a positive, motivating learning environment. Written responses:</p> <ul style="list-style-type: none"> <li>• show minimal evidence of insight or original thinking</li> <li>• exhibit superficial understanding of literature</li> <li>• make few connections between professional knowledge and experience in formulating practice decisions</li> <li>• exhibit some gaps in knowledge or application of disciplinary content knowledge and the varied strategies used to engage learners</li> <li>• show little consideration of the nature of learners in the target population</li> <li>• show little understanding of contexts that impact learning</li> <li>• provide few details and examples</li> <li>• exhibit substantial reliance on vague generalities</li> <li>• include some grammatical and/or usage errors</li> </ul>	<p>Demonstrates acceptable proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, and create a positive, motivating learning environment. Written responses:</p> <ul style="list-style-type: none"> <li>• show some insight, creativity, and original thinking</li> <li>• exhibit reasonable understanding of professional literature and its implications for wise practice</li> <li>• show some understanding of the relationship between professional knowledge and experience in formulating practice decisions</li> <li>• demonstrate a working command of disciplinary content knowledge and the varied strategies used to engage learners in the target population</li> <li>• show some consideration of the nature of learners in the target population</li> <li>• show some understanding of the various contexts that impact learning</li> <li>• provide some detail and specific examples</li> <li>• have few vague generalities and clichés</li> <li>• are clear and free of major grammatical and usage errors</li> </ul>	<p>Demonstrates extraordinary proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of clients, encourage critical thinking and problem-solving, create a positive, and motivating learning environment. Written responses:</p> <ul style="list-style-type: none"> <li>• are highly original and creative</li> <li>• exhibit reflective engagement with professional literature and its implications for sound practice</li> <li>• integrate professional knowledge and experience in formulating practice decisions</li> <li>• demonstrate a holistic view of the content and the varied strategies and resources that may be used to engage learners in the target population with that content</li> <li>• demonstrate a nuanced understanding of the nature of learners in the target population</li> <li>• exhibit a deep understanding of the contexts that impact learning</li> <li>• provide detailed descriptions and numerous specific examples</li> <li>• avoid vague generalities</li> <li>• are clear, persuasive, and well-composed</li> </ul>	<div>Choose one... ▼</div>

## Appendix L

## Ed.S. Project Contract

Date: \_\_\_\_\_ Period Covered: \_\_\_\_\_  
Research Advisor: \_\_\_\_\_ Candidate: \_\_\_\_\_  
Academic Advisor: \_\_\_\_\_  
Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives for Semester with estimated time of completion for each:

- 
- 
- 
- 
- 

Activities to Meet Objectives:

- 
- 
- 
- 
- 

Estimated Time to Complete Final Project:

Method of Evaluation of Progress (e.g., product, etc.):

Proposed dissemination venue (i.e., where will you publish/present results?)

School Psychology Candidate : \_\_\_\_\_  
Research Advisor: \_\_\_\_\_  
Date: \_\_\_\_\_

cc: Student  
Student File  
Research Advisor  
Academic Advisor

## Appendix M

## **School Psychology Thesis/Project Scoring Rubric**

### **Expected Elements**

#### **Introduction (circle score) 5 4 3 2 1**

- Provides background information and summarizes major work in the area
- Establishes compelling statement of the problem: passes the “so what?” test.
- Research questions clearly stated and emerge naturally from problem statement
- The research problem is significant and will contribute practical or theoretical knowledge
- Important terms used in the study adequately defined

#### **Review of the Literature (circle score) 5 4 3 2 1**

- Uses mostly primary sources
- Identifies key people and ideas in area selected
- Literature review addresses problem area and research questions
- Use of sample justifiable from literature.

#### **Method (circle score) 5 4 3 2 1**

- Sample fully described along all relevant dimensions
- Methodology is sound and research design and procedure clearly stated
- Instrumentation and equipment fully described
- Statistics are appropriate for problem

#### **Results (circle score) 5 4 3 2 1**

- Results of the statistical analysis presented in a clear and understandable form
- Tables used to summarize data

#### **Discussion (circle score) 5 4 3 2 1**

- Clear statement of whether the hypotheses were supported or rejected
- Conclusions integrate previous literature and major alternative points of view
- Draws warranted and judicious conclusions that are substantiated by the evidence
- Conclusions clearly explain results
- Generalizations confined to the population from which the sample was selected
- Describes implications for the profession of school psychology
- Describes implications for future research

**Other Sections** (circle score) 5 4 3 2 1

- Abstract concise and descriptive
- Reference list complete and all references cited in body of project report
- Instrument included in appendix
- Informed consent form and IRB approval included appendix

**Style** (circle score) 5 4 3 2 1

- Adheres to APA Style and follows Graduate School and PARM thesis guide format
- Logically organized and clearly written
- The tone is impartial and scientific

**Overall** \_\_\_\_\_

- Presented a research problem reflective of those asked of practicing school psychologists
- Demonstrated current use of literature on best practices that should be utilized by school psychologists
- Made data-based decisions using suitable research methodology and tools
- Translated the literature into relevant discussion points which impact children and schools

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Candidate:

Date of Defense:

Rater:

**Scaling**

- 1 = no evidence that expected elements are provided  
2 = little evidence that expected elements are provided, and/or frequent inconsistency in evidence  
3 = adequate evidence that expected elements are provided, but with some inconsistency  
4 = good evidence with only minor inconsistency that expected elements are provided  
5 = strong and consistent evidence that expected elements are provided

## Appendix N



# EMPORIA STATE UNIVERSITY

## PY 838 PA Supervised Practice in School Psychology Fall 2016

**Instructor:** Carol D. Daniels, Ph.D.  
**Office:** 323 Visser Hall

**Phone:** 620-341-5313  
**Email:** cdaniel3@emporia.edu

### COURSE GOAL

The purpose of the practicum is to expose school psychology candidates to the school environment, the different duties of a school psychologist, and provide an initial field experience which will allow the practicum candidate to perform under supervision the various roles of the school psychologist. The practicum candidate is expected to gain some experience in a school setting, complete the practicum folio, and adhere to appropriate ethical, professional, and legal standards.

**Textbook:** Branstetter, R. (2012). *The school psychologist's survival guide*. Jossey-Bass. San Francisco, CA.

### Course Objectives

The following objectives are designed to meet the Kansas State Department of Education Standards, adopted September, 2001 and the 2010 National Association of School Psychologist (NASP) Standards. The NASP *Standards for Training and Field Placement Programs in School Psychology* contribute to the development of effective services through the identification of critical training experiences and competencies needed by candidates preparing for careers in school psychology.

### **NASP and CAEP Accreditation**

This course is designed to meet all domains of the National Association of School Psychologists and the criteria for CAEP.

- 9.1 Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.



### **CONCEPTUAL FRAMEWORK**

The mission of The Teachers College and personnel preparation unit is to prepare professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community.

Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision is to continue The Teachers College legacy through educational excellence and enhanced presence permeated with leadership, diversity and technology.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

#### **Outcomes for Teacher Candidates and Other School-Based Professionals**

##### ***Knowledge***

Candidates exhibit knowledge of:

1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for candidates from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help candidates increase their power as learners.
10. ever changing educational needs of candidates living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual candidates.
13. theories of human physical, cognitive, social, and emotional development.
14. appropriate techniques for teaching and using self-reflection strategies.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

##### ***Skills***

Candidates demonstrate ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all candidates learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the candidates they educate.

6. determine and assess what candidates need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all candidates.
8. learning experiences commensurate with a candidate's level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support candidate learning.
12. integrate effective behavior management into all interactions with candidates.
13. apply a variety of instructional strategies and materials to promote candidate learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure candidate performance and growth.
15. develop a storehouse of learning strategies that help candidates understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize candidate learning standards to promote candidate learning and achievement.

### ***Dispositions***

Candidates exhibit dispositions that exemplify:

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all candidates.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all candidates to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all candidate's human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve candidate learning.
12. a willingness to learn from other professionals in the field.

## **GENERAL PRACTICUM INFORMATION**

The practicum is distinct from the internship in both activities and goals. The practicum focuses on specific service skills, within specific settings, with specific populations. By contrast, internship requires candidates to employ a comprehensive set of skills in a wide range of situations but within one professional role.

Practicum occurs later in training and is usually conducted after completion of most university coursework. Entry skills for internship are expected to be acquired during practicum, when candidates have the opportunity to practice and apply knowledge and skills in intervention, assessment, and consultation.

Practica are viewed as integral and essential components of professional training. Practica are typically the first field experiences that candidates have. It provides the opportunity for candidates to gather knowledge and skills most appropriately learned in the field and to refine skills and clarify knowledge learned as a part of the university training program.

At Emporia State University, practica are full time for 1 semester (600 hours total) or part-time over 2 semesters. The National Association of School Psychologists (NASP) Standards require at least one-half of the practicum be completed in a regular school setting, which provides opportunities for practicum candidates to work with pupils of all school ages, with a full time range of services for regular and special education staff and pupils within the framework of a multidisciplinary team model.

University supervisors and/or candidates can arrange an approved practicum in public schools or in a combination of public schools and approved agencies. Practicum candidates could have one field supervisor or rotate among supervisors. With multiple field supervisors, one should be assigned clear and primary responsibility for evaluation, arranging supervision schedules, ensuring that necessary experiences are provided, and resolving any

problems that arise. With more than one supervisor, lines of responsibility often become blurred. Assigning primary supervisors for each practicum candidate provides the continuity necessary for a good experience. Rotating services at least has two functions: it allows practicum candidates to (1) work with specialized cases and techniques not available with one supervisor, and (2) see how another field supervisor handles similar cases and problems. Both functions are important.

### **LOCAL EDUCATIONAL AGENCY (LEA) RESPONSIBILITIES**

Practicum is designed so that candidates have the opportunity to practice and apply knowledge and skills in intervention, assessment, and consultation. The practicum candidate will spend approximately 600 hours in the school setting. This is the candidate's first field experience. Because it should be a learning environment the practicum candidate will be responsible for approximately **one-fourth** the number of cases that are completed by regular staff psychologists. In addition the school psychology practicum candidate must receive **1 hour of direct supervision and 1 hour of administrative supervision each week**. The LEA must provide the practicum candidate with a field supervisor. This supervisor must meet the NCSP requirements (Ed.S. or equivalent in school psychology) and have **THREE** years' experience as a practicing school psychologist (see NASP position statement on supervision). The LEA is only responsible for the supervision concerning the school setting. **The school psychology supervisor shall co-sign all documents. The candidate must use the title "School Psychology Practicum Candidate" on all documents.**

Direct supervision consists of the creation of a supervision plan and adhering to that plan. In addition, before the practicum candidate engages in any school psychology related duty, they will meet with his/her supervisor to discuss how to proceed and after they have completed the duty they will meet to discuss how it went. For example, before the school psychology practicum candidate initiates an assessment, he/she will meet with the supervising school psychologist to discuss the assessment as part of a systematic process to collect data and other information. Hypotheses concerning the problem or problems which require investigation will be formulated, and appropriate assessment methods will be selected to test these hypotheses. After the assessment he/she will meet with the supervising school psychologist to discuss the interpretation of the assessment and how to proceed. Administrative supervision consists of the LEA procedures and paper work necessary for a school psychologist in that LEA.

The local educational agency shall ensure that practicum candidates are provided experiences with pupils across a wide range of age and grade levels from preschool through high school, since role expectations and service delivery models vary with these factors. Lower grade levels emphasize prevention and initial evaluation, while the secondary level has identified most pupils having difficulties. Prevention strategies may be emphasized at the elementary level, while follow-up and evaluation of individual education plans are more important at the secondary level. The elementary level may focus on remediation of basic academic skills, while the high school might focus on transitional and other job related areas. Practicum candidates should receive experience resolving problems under these differing conditions. Practicum candidates should also have opportunities to work with pupils having a wide range of educational needs.

### **FIELD SUPERVISOR RESPONSIBILITIES**

The field supervisor usually has primary responsibility for the practicum candidate and assumes responsibility for helping the LEA provide appropriate experiences for the practicum candidate. The field supervisor is responsible for:

1. Providing at least two hours per week of supervision (1 hour direct and 1 administrative). The focus of the supervision will be reflected in the supervision plan developed by the field supervisor and the practicum candidate.
2. Helping practicum candidates organize in terms of a) time, b) assigned tasks, and c) caseload.
3. Establishing procedures that recognize the importance of due process, respecting the rights and privileges of the parties involved.

4. The provision of psychological services in a responsible manner, adhering to accepted current legal, ethical, and professional standards of the profession.
5. Co-signing all documents. The candidate must use the title "School Psychology Practicum Candidate" on all documents.
6. Continuously evaluating their practicum candidates.
7. Formally evaluating the practicum candidate at mid semester and at the completion of the practicum.

*Suggestions for field supervisors:*

1. Orient new practicum candidates to the school environment and staff.
2. Discuss your school system general procedures followed by school psychologists.
3. Have the practicum candidate conduct a self-evaluation and use that to create an appropriate supervision plan. Clarify all expectations for the semester with the supervision plan.
4. Early on, allow candidates to observe you performing usual functions, such as consultation, interventions, assessment, and team meetings.
5. Continue familiarization with the school environment by having candidates observe a wide variety of classrooms, both in regular and special education.
6. Begin to allow candidates to be more independent but be regularly available to answer questions.
7. In supervision have candidates sit down and plan their assessments/interventions with you. Give them guidance by providing options; don't require them to do an assessment/intervention the way you would do it but don't let them make any major errors. Monitor their progress on each case, discussing their concerns, and encouraging hypotheses and appropriate interpretations of information. Continue to review expectations, discuss cases, critique performances and remind them of the progress they are making.
8. As the independence and responsibilities increase, obtain feedback from other staff members on the candidate's performance.
9. At the middle of the semester conduct a formal summative evaluation of the candidate's performance.
10. At the end of the semester conduct a formal summative evaluation of the candidate's performance.

The responsibilities of the field supervisor and the university supervisor are not conflicting, but if conflicting demands are made of the candidate, it is the candidate's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out the conflicts.

The field supervisor is not responsible for assigning a grade. The university supervisor is responsible for combining all evaluations, other information, and determining a grade for the practicum candidate.

### **UNIVERSITY SUPERVISOR RESPONSIBILITIES**

The university supervisor has primary responsibility to insure that the candidate gets appropriate training. Practicum candidates should not be placed with field psychologists that do not meet the NASP requirements for supervisors and/or with whom the university does not have enough confidence to delegate this responsibility.

The university supervisor shall visit the practicum site in person. Such site visits are designed to: (a) allow direct observation of the practicum candidate in activities such as assessment, consultation, educational planning, or other activities, (b) receive more candid feedback from the field supervisor than is usually given in the written evaluations submitted, (c) resolve problems before they undermine the practicum, (d) show commitment by the

university to the value of a quality practicum experience, and (e) allow the university to consult with field supervisors and administrators on various aspects of delivering psychological services in the schools.

The responsibilities of the field supervisor and the university supervisor are not conflicting, but if conflicting demands are made of the candidate, it is the candidate's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out the conflicts.

The university supervisor is responsible for combining all evaluations, other information, and determining a grade for the practicum candidate.

### **PRACTICUM CANDIDATE RESPONSIBILITIES**

Practicum candidates assume an active role in the joint planning of their practicum. They assume the responsibility of carrying out the specified activities in a professional and competent manner.

1. **Before you begin your practicum**, candidates must have and maintain liability insurance.

The most inexpensive method to get liability insurance is through NASP. A NASP Membership is \$50 dollars.

As a NASP member, you are eligible to receive affordable insurance options and quality protection at discount rates. The American Professional Agency offers liability insurance, while Forrest T. Jones & Company offers professional liability insurance and many other up-to-date plans that give protection at special association prices. To view these companies' services, go to the URLs below.

American Professional Agency \$23  
1-800-421-6694

<http://www.americanprofessional.com/candidate/index.html>

Forrest T. Jones & Company  
1-800-265-9366  
<http://www.ftj.com>

2. **On your first day at your practicum site**, you must get these forms signed:

- the Ethics and Professional Conduct Agreement Form (Appendix A),
- the Field Supervisor Agreement and Verification Form (Appendix B), and
- the Confidentiality Agreement for School Psychology Practicum Candidates form (Appendix C).

3. Review the dispositions from the Emporia State University Outcomes for Teacher Candidates and Other School Based Professionals.

4. Adhere to the National Association of School Psychologist's *Professional Conduct Manual and Principles for Professional Ethics: Guidelines for the Provision of School Psychological Services*.

5. Conduct yourself professionally. Professionalism can be considered a focused, accountable, confident, competent, motivation toward a particular goal, with respect for hierarchy and humanity. This encompasses but is not limited to

- Punctuality
- Dress
- Motivation
- Respect
- Accountability
- Follow through

3. Candidates will meet face-to-face, individually for at least two hour per week with the field supervisor.
4. In addition, all candidates will meet with the university supervisors in a mandatory individual/group supervision activity which will be arranged during the afternoon of one of their scheduled practicum days.
5. Candidates will keep a daily log of activities.

### **ORGANIZATION OF FINAL PORTFOLIO**

Your portfolio will reflect two broad categories: Required Paperwork and Domain Artifacts. Within each of those categories you will have sections.

#### **A. Required Paperwork Section One**

Proof of professional liability

Field Supervisor Agreement and Verification Form

Ethics and Professional Conduct Agreement Form

Confidentiality Agreement for School Psychology Practicum Candidates Form Supervision Plan

#### **Section Two**

Log Summary

#### **Section Three**

All evaluation forms: self-evaluations (beginning, middle, end) Field supervisor evaluations (beginning, middle, end)

#### **B. Domain Artifacts**

Within this category, each domain will be its own section for simplicity sake:

The section labeled, “Domain 1”, should include:

- the domain, the required activities, and evaluation of objectives sheet
- all of your artifacts required by that domain.
- By each artifact include the scoring rubric

### **OVERALL EVALUATION**

Pass/Fail

Candidates must complete the requirements to pass practicum

- Must have an appropriate supervision plan
- Complete Log with 600 hours– Log must show required activities
- Must attend supervision and actively participate
- Final self-evaluations

#### **Evaluations and Projects Final**

Evaluations

- The field supervisor’s and university supervisor’s evaluations must be at the competent level.
- Any area that is not at the competent level must have a plan to advance the candidate to the novice competent level.

All assignments will be evaluated on a rubric (Acceptable/Fail)

The overall evaluation will be completed by the University Supervisor. Self-evaluations, Field Supervisor evaluations, all assignments, and supervision will be consolidated on the overall evaluation.

Grades are based on:

A = final evaluations at novice competence and assignments at Acceptable level

B = most areas of evaluations at novice competence and most assignments at Acceptable level  
either evaluations below competence or assignments at Fail level

C =

Candidates receiving a C or below must retake practicum. The plus/minus system will not be used.

### **ACADEMIC DISHONESTY POLICY**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the candidate for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

### **ESU'S DISABILITY ACCOMMODATION POLICY**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Candidates need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between candidates, the Office of Disability Services, and the professor will be strictly confidential.

# DOMAINS, REQUIRED ACTIVITIES AND PRODUCTS

## Practices that Permeate All Aspects of Service Delivery

### DOMAIN 1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

#### Objective:

Demonstrate data based decision making when developing appropriate behavioral, affective, adaptive, social, cognitive and academic goals for candidates and evaluate the effectiveness of interventions.

#### Required Activities:

- A. In the field based setting the practicum candidate will administer the appropriate assessment measures for 2 re-evaluations and 2 initial evaluations of four children referred for one of the following special education categories: intellectual disability, emotional disturbance, and specific learning disability.
- B. Re-assessment of Developmentally Delayed identified individuals will be considered as an initial assessment for school age eligibility.
- C. Upon completion of each child's assessment the school psychology practicum candidate will :
  - a. write an assessment report that includes
    - i. a variety of assessments utilized
    - ii. a discussion of the students strengths and weaknesses
    - iii. a discussion of how the student meets the 2 prong test of eligibility
    - iv. a suggestion of one or two interventions or programs
    - v. a discussion on how progress is to be measured
  - b. present assessment results in meetings (including IEPs as needed), and
  - c. contribute to the team eligibility report.
- D. The candidate will gain additional assessment experiences in at least one of the following areas: curriculum-based measurement or ecological/environmental (classrooms) assessment for purposes of determining needs.
- E. Additional evaluations should include a variety of referral problems at various age levels, early childhood through adolescence.
- F. The school psychology supervisor shall co-sign all documents. The candidate must use the title "**School Psychology Practicum Candidate**" on all documents

#### Note

The practicum candidate will be responsible for approximately <b>one-fourth</b> the number of cases that are completed by regular staff psychologists. Before the school psychology practicum candidate initiates an assessment, he/she will meet with the supervising school psychologist to discuss the assessment as part of a
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systematic process to collect data and other information. Hypotheses concerning the problem or problems which require investigation will be formulated, and appropriate assessment methods will be selected to test these hypotheses.

**Evaluation of Objective:**

- A. 4 Assessment Reports: 2 initial evaluations, 2 re-evaluations written in the format from your PY843 Psycho-Educational class that include interventions/programs and progress monitoring.
- B. Reflection statement on experience of CBM or ecological/environmental assessment. This document should explain the circumstances of the chosen experience.
- C. Reflection statement on early childhood assessment experience
- D. A summary of using the problem solving framework in determining needs of a student. This process should include all of your sources of data. This data can be taken from information at a SIT meeting.

**Assessment Reports (Initial and Re-evaluation) Checklist**

<b>Identifying Information</b>	<b>Present or Addressed</b>
Pertinent Information to include:	
• Name	
• Date of birth	
• Age	
• Grade in school	
• School	
• Date(s) of Testing	
• Date of Report	
• Examiner's Name	
<b>Reason for Referral</b>	
Pertinent information to include:	
A. who referred the child	
1. List name and position of referral source	
2. List questions and concerns of referral source	
B. Specific symptoms and concerns	
1. Summarize current behaviors and relevant past behaviors	
2. List any separate concerns that the child has	
<b>Background/History</b>	
This is an integration of the information collected through <b>interviews and file reviews</b> . Pertinent information to include:	
• Current family situation (parents, siblings, etc.)	
• Other symptoms	

• Medical history (including emotional disorders)	
• Developmental history	
• Educational history	
• Previous treatment (educational or psychological)	
• New or recent developments (including stressors)	
• Review of collateral documents (past evaluations)	

<b>List of Assessments Administered</b>	
Any omission of tests administered will be a fail.	
<b>Observation</b>	
This section is a description of the individual's behavior in all relevant areas, noting the contexts in which the various behaviors were noted. This includes specific testing observations. Additionally, here is some pertinent information in regard to appearance and behaviors:	
• Talk about significant patterns or themes you see going on during testing.	
• Sequence information in order of importance, rather than in order of occurrence (Don't just make a chronological list.)	
• Describe the behavioral referents to your hypotheses (and provide specific examples).	
• Describe what makes this child unique. (Paint a picture for the reader)	
• Suggested areas to review (in addition to significant behavior):	
<u>Appearance</u>	
○ Size: height and weight	
○ Facial characteristics	
○ Grooming and cleanliness	
○ Posture	
○ Clothing style	
○ Maturity: does the person look his or her age?	
<u>Behavior</u>	
○ Speech articulation, language patterns	
○ Activity level (foot wiggling, excessive talking, nail biting, tension, etc.)	
○ Attention span/distractibility	
○ Cooperativeness or resistance	
○ Interest in doing will	
○ How does the child go about solving problems?	
○ Does the child use a trial-and-error approach?	

○ Does the child work quickly or reflectively?	
○ Does the child check his or her answers?	
○ How does the child react to failure or challenge?	
○ Does the child continue to work until time is up?	
○ Does the child ask for direction or help?	
○ Did failure reduce interest in the task or lead to avoidance of other tasks?	
○ When frustrated is the child aggressive or dependent?	
○ What is the child's attitude toward self?	
○ Does the child regard self with confidence, have a superior attitude, feel inadequate, or appear defeated?	

○ How did the child strive to get approval and respond to your praise of effort?	
<u>Validity of test results</u>	
○ "On the basis of John's above behaviors, the results of this assessment are considered a valid indication of his current level of cognitive and academic ability."	
○ Or if not, state why.	
<b>Results/integration</b>	
Interpret the meaning and implications of an individual's score rather than simply citing the names of tests (or subtests) and scores. This section should integrate all academic relevant data (interview(s), observation(s), cognitive, achievement, language, etc.)	
Pertinent information to include in this section:	
• Use paragraph form.	
• Put numbers in this section, including IQs and Indices with confidence intervals, and percentile ranks. Do not include raw scores.	
• Tie in behaviors with results to serve as logical explanations or reminders wherever appropriate.	
• With more than one test, attempt to explain similarities in performances and differences (discrepancies) if you have sufficient information to do so.	
• Support hypotheses with multiple sources of data, including observed behaviors.	
• Do not contradict yourself.	
• Be sure that you are describing the indices, not just naming them. Remember, the reader has no idea what "Perceptual Reasoning" means.	

<ul style="list-style-type: none"> <li>• Describe the underlying abilities that the indices are measuring. Include references to CHC theory to help your explanations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Talk about the child's abilities, not about the test.</li> </ul>	
<ul style="list-style-type: none"> <li>• Be straightforward in your writing. Don not be too literary, and avoid writing in metaphors.</li> </ul>	
<b>Summary</b>	
<ul style="list-style-type: none"> <li>▪ Succinct summary of the assessment findings</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Indicating specific areas of intellectual strength and weakness</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>▪ Suggests specific interventions to address each of the individual's identified weaknesses</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Recommendations are clearly connected to the conceptualization.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Recommendations address the referral question.</li> </ul>	

Source: From A.S. Kaufman & E. O. Lichtenberger: *Essentials of WISC-iii and WPPSI-R Assessment*. In Flanagan, D. P. & Kaufman, A. S. (2004). *Essentials of WISC-IV assessment*. John Wiley & Sons, Inc. Hoboken, NJ.

Operational definitions of criteria for rubric:

**Acceptable** – Includes all or most aspects as outlined in each of the 5 report sections. Comments about CHC theory are included in the interpretation of test results. Writing skills display consistent noun/verb tense, complete sentences, correct spelling and punctuation. Thought processes and explanations are logical in progression.

**Fail** – Many aspects of the report outline are not included. Writing skills are replete with spelling/punctuation errors, sentence fragments, little interpretation of the results and tying all test results together.

## Assessment Report Scoring Rubric

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Section 1: Referral Concern</b>	Acceptable	Needs Improvement
1	The candidate's area(s) of academic or behavioral difficulty are clearly stated		
2	The initial referral is operationalized through collaborative efforts (e.g. reading referral is operationalized via teacher interview as a reading decoding issue)		
3	Inquiry into initial referral involves informal consideration of relevant non-cognitive factors (e.g., behavior, motivation)		
4	The evaluator collects initial pre-referral intervention information (e.g., teacher/parent report regarding what has been tried in the past)		
5	Parents/guardians, teachers, and other relevant individuals are involved in the initial referral process		
	<b>Section 2: Assessment Planning</b>		
6.	Hypotheses are generated through collaboration with teacher and/or parent based on initial clarification of referral concerns		
7.	Multiple sources of data collection methods are considered (e.g., standardized measures, interviews, work samples, progress monitoring data, etc.) that would allow the examiner to evaluate each proposed hypothesis		
8	Hypotheses reflect an awareness of the complexity of learning issues (e.g., physical, social, emotional, cognitive factors)		
	<b>Section 3: Evaluation/Interpretation</b>		
9	Evaluation is conducted using instruments and procedures appropriate to the referral concern as well as examinee factors (e.g., age, cultural/linguistic differences)		
10	Evaluation is conducted using standardized procedures and/or is informed by a systematic assessment approach (e.g., cross-battery assessment principles and procedures, curriculum-based assessment procedures)		
11	Evaluation is conducted in a manner that considers the needs of the examinee (e.g., rapport development, length of testing considerations, specific needs of examinee)		
12	Follow- up measures are administered where needed and/or additional data collection methods are utilized		
13	Impact of noncognitive factors on test performance is considered		
14	Inconsistencies between referral concern and evaluation data are addressed		
15	Interpretation of data moves from interpretable global indices to specific task performances		
16	Examiner identifies conditions under which examinee's performance appears to vary (e.g., task stimuli, testing of limits)		
17	Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and there is evidence that examiner's identification of specific areas to assess are guided by current research		
	<b>Section 4: Intervention/Recommendations</b>		
18	Intervention selection is the result of weaknesses noted in all assessment domains		
	<b>Section 5: Legal/Ethical Considerations</b>		
19	All aspects of the assessment complied with application legal guidelines		
20	All aspects of the assessment complied with application ethical and professional guidelines		

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## DOMAIN 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and 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 with others during design, implementation, and evaluation of services and programs.

**Objective:** Demonstrate communication and consultative skills in addition to their knowledge of direct and indirect intervention strategies or behavior management.

### **Required activities:**

#### *For consultation:*

- A. Identify consultation model and follow the process within that model.
- B. Demonstrate knowledge of effective consultation strategies that address case objectives
- C. Gather evident that consultation strategies were effective before discontinuing services
- D. Have consultee complete Consultant Effectiveness Scale

#### *For collaboration:*

- A. Participate in Student Improvement Teams
- B. Facilitate meetings in a collaborative manner
- C. Involve teachers, other school staff, families, and agencies in effective collaborative relationships

### **Evaluation of Objective:**

- A. Consultation Summary report
- B. Completed Consultant Effectiveness Scale
- C. Reflection paper on collaboration efforts in meetings

## Formal Consultation Case Summary Report Guidelines

You may use the following outline to write up your summary report. This outline is based on the stages of consultation.

- A. Introduction:
  - a. Identify the consultation model utilized (mental health, behavioral, school-based, organizational, etc).
- B. Stage 1: Enter into the consultation
  - a. Explore the individual's or organization's needs
  - b. Summarize the interview with your consultee based on needs, working agreement (role of consultant and consultee), and possible schedule of availability.
- C. Stage 2: Diagnosis
  - a. Diagnose/analyze the problem by gathering more data. Outline the data gathering procedures used, such as observations, interviews, surveys and questionnaires, or record reviews.
  - b. Based on this information define the problem,
  - c. Set some goals
  - d. Generate possible interventions or actions to take.
- D. Stage 3: Implementation
  - a. Decide on appropriate intervention(s)
  - b. Decide who will implement
  - c. Decide on who and how intervention(s) will be evaluated
  - d. Collect the data
  - e. Analyze the data
  - f. Determine if intervention(s) addressed the issue or if intervention(s) needs to be reworked or a new one used.
- E. Stage 4: Disengage (Winding down stage)
  - a. Address any post consultation matters
  - b. Address how you reduced your time with consultee and when you officially ended your contact with the consultee
  - c. Evaluate the consultation process (use the Consultant Effectiveness Scale); include these results in your report. This is the last thing you have your consultee complete.
- F. Conclusion
  - a. Reflect on what you learned and what you would do differently

## Formal Consultation Report Rubric

Rating of Acceptable and Needs Improvement will be applied to this summary. Definitions of these terms are:

**Acceptable** – Report is concisely written with a few errors in verb tense, subject/verb agreement, spelling, punctuation, and grammar,

**Needs Improvement**– Report is poorly written with information missing and multiple errors in verb tense, subject/verb agreement, and the mechanics of writing (punctuation, grammar, spelling);

Criterion	Present	Missing
Consultation model identified		
Summary of needs identified		
Needed data is identified		
Goals stated		
Interventions identified		
Implementer identified		
Method of evaluation identified		
Results of plan given		
Reaction to process included		
Effectiveness Scale completed by consultee		

## CONSULTANT EFFECTIVENESS SCALE

Name of Person Being Evaluated: \_\_\_\_\_ Date \_\_\_\_\_

Please rate the school psychologist's skills, knowledge, and professional practice according to the following scale:

	<b>1 = Not At All</b>	<b>2 = To A Slight Degree</b>	<b>3 = To A Considerable Degree</b>	<b>4 = To A Large Degree</b>	<b>5 = To A Very Large Degree</b>
1) Skillful	1	2	3	4	5
2) Empathetic	1	2	3	4	5
3) Express Affection (Was Supportive)	1	2	3	4	5
4) Interested (Concerned)	1	2	3	4	5
5) Trustworthy	1	2	3	4	5
6) Encourages Ventilation	1	2	3	4	5
7) Skilled in Questioning	1	2	3	4	5
8) Able to Overcome Resistance	1	2	3	4	5
9) Open-Minded	1	2	3	4	5
10) Tolerant	1	2	3	4	5
11) Attentive	1	2	3	4	5
12) Accepting (Non-Judgmental)	1	2	3	4	5
13) Shows Respect for the Consultee	1	2	3	4	5
14) Pleasant	1	2	3	4	5
15) Tactful	1	2	3	4	5
16) Warm	1	2	3	4	5
17) An Active Listener	1	2	3	4	5
18) An Efficient User of Time	1	2	3	4	5
19) Give Clear, Understandable Directions	1	2	3	4	5
20) Have a Clear Sense of Identity	1	2	3	4	5
21) Emotionally Well-Adjusted/Stable	1	2	3	4	5
22) Collaborative (Share Responsibility)	1	2	3	4	5
23) Encouraging	1	2	3	4	5
24) Gives and Receives Feedback	1	2	3	4	5
25) A Team Player	1	2	3	4	5
26) Document for Clear Communication	1	2	3	4	5
27) An Astute Observer/Perceptive	1	2	3	4	5
28) Effective at Establishing Rapport	1	2	3	4	5
29) Willing to Get Involved	1	2	3	4	5
30) Clarifies His/Her Role	1	2	3	4	5
31) Review Client Records	1	2	3	4	5
32) Specific	1	2	3	4	5
33) Active	1	2	3	4	5
34) Maintain an "I'm OK-You're OK" Position	1	2	3	4	5
35) Flexible	1	2	3	4	5
36) A Good Facilitator	1	2	3	4	5
37) Approachable	1	2	3	4	5
38) Skilled in Conflict Resolution	1	2	3	4	5

39)	Good at Problem-Solving	1	2	3	4	5
40)	Have a Positive Attitude	1	2	3	4	5
41)	Practice in an Ethical Manner	1	2	3	4	5
42)	Maintain Confidentiality	1	2	3	4	5
43)	Have Feelings and Behaviors that were Consistent	1	2	3	4	5
44)	Self-Disclose	1	2	3	4	5
45)	Anticipate Possible Consequences	1	2	3	4	5
46)	Employ Appropriate Personal Distance	1	2	3	4	5
47)	Take Risks/Willing to Experiment	1	2	3	4	5
48)	Identify Clear Goals	1	2	3	4	5
49)	Evaluate/Focus Ideas	1	2	3	4	5
50)	Specify the Contract (Time, Effort, Cost)	1	2	3	4	5
51)	Aware of Relationship Issues	1	2	3	4	5
52)	Pursues Issues/Follows Through	1	2	3	4	5

Source: Knoff, H.M., Hines, C.V., & Kromery, J.D. (1995). Finalizing the Consultant Effectiveness Scale: An Analysis and validation of the characteristics of effective consultants. *School Psychology Review*, 24, 480-496.

## Student-level Services

### DOMAIN 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of 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, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**Objective:** Demonstrate your knowledge of empirically based components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.

#### **Required Activities:**

- A. Participate in developing a Student Improvement Plan (SIT).
- B. Generate evidence-based interventions to be included in the above plan.

#### **Evaluation of Objective:**

- A. One reflection paper that included a case summary of a SIT dealing with academic concerns.
- B. One IEP that the practicum candidate helped design containing an evidence-based intervention you generated.

### **Case Summary Report of SIT (Academic and Behavioral) Rubric**

The summary must include the following components:

- Identifying information (change names to protect the innocent)
- Referral question
- Basic history
- Observations, what classes?
- Interventions tried and their results?
- Current level of performance
- Other pertinent information
- Summary and recommendations

#### **Guidelines for Quality Intervention**

(Adapted from Upah & Tilly, 2002)

Use these guidelines when writing your reflection and critique of a case summary of a SIT, IFSP, or IEP meeting in which an academic or behavior intervention was developed. Include in your portfolio a copy of the district's form used at the meeting (with student's named blacked out).

#### **Academic or Behavioral Definition:**

Definition is a) *objective* – refers to observable and measurable characteristics of behavior; b) *clear* – so unambiguous that it could be read, repeated, and paraphrased by observers; and c) *complete* – delineates both examples and non-examples of the behavior

#### **Baseline data:**

Data collected on the academic skill/behavior *prior* to implementing the intervention consisting of repeated measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of skill level/behavior has been identified.

Problem verification:

The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting demands.

Problem analysis:

Examined relevant and alterable factors from curriculum, instruction, environment, and student domains using variety of procedures (RIOT: Review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to develop a specific intervention to improve/change the academic skill/behavior.

Plan Implementation

*Goal Setting* – Goal stated narratively and represented graphically on performance chart specifying time frame, condition, behavior, and criterion, which is based on a comparison between the student's baseline data and the expectations.

*Intervention Plan* – Plan stated a) procedures/strategies, b) material, c) when, d) where, and e) persons responsible

Measurement strategy:

A measurement strategy is developed answering how? What? Where? Who? And when?

Decision – making plan:

The decision-making plan indicates a) how frequently data will be collected, b) the strategies to be used to summarize the data for evaluation, c) how many data points or how much time will occur before the data will be analyzed, and d) what actions will be taken based on the intervention data.

Plan Evaluation Stage:

*Progress monitoring* – data are collected and charted/graphed two to three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).

*Formative evaluation* – there is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.

*Treatment integrity* – Degree of treatment integrity measured and monitored. Plan is implemented as designed, including decision-making rules. Intervention changed/modified as necessary on the basis of objective data.

*Summative evaluation* – Outcome decisions are based on the progress of monitoring data

Scoring will be based on the following criteria:

**Acceptable** – thorough information presented as to give the reader a clear picture of this candidate and their difficulties and strengths. Clearly and concisely written with no spelling errors, appropriate grammar, subject/verb agreement, consistent verb tense and complete sentences.

**Needs Improvement** – too much information missing as to not give a clear indication of strengths and weaknesses; there are gaps that leave the reader with questions regarding difficulties, strengths, interventions tried and those results. Errors in sentence structure, spelling errors, poor grammar, and inconsistent verb tense.

**OVERALL RATING**

**Acceptable** \_\_\_\_\_

**Needs Improvement**\_\_\_\_\_

## **DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

### **Objective:**

To conduct individual and small group counseling to ameliorate behavioral and/or emotional impacts on learning.

### **Required Activities:**

1. Provide a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.

#### For counseling:

2. Facilitate the design and delivery of curricula to help students develop effective skills, such as selfregulation, planning, organization, empathy, social skills, and decision making.
3. Candidate may be a co-facilitator for a group.

#### For the Functional Behavior

4. Conduct a Functional Behavior Assessment. Include a systematic decision-making process to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
5. Develop a behavior change program at the individual or group levels to address the functions of maladaptive behaviors.
6. Evaluate the effectiveness of the behavior plan by taking data on evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

### **Evaluation of Objective:**

- A. One individual counseling summary report including how the progress was evaluated toward the established counseling goals.
- B. One group counseling summary report including how progress was evaluated toward the established counseling goals.
- C. One Functional Behavior Assessment Report, as taught in your PY812 Foundations of Assessment class.
- D. One IEP or behavior plan developed based on the FBA with evidence-based interventions. Include the means to evaluate the effectiveness of the intervention(s).

## Counseling Summary Reports Rubric (1 individual and 1 group)

Make sure your reports have the following sections included:

Consent form  
 Intake or history (parent/guardian interview, observations, formal/informal assessment)  
 Conceptualization  
 Treatment plan (you must have a formal treatment plan)  
 Course of treatment  
 Evaluation method  
 Prognosis and transition

\_\_\_\_\_ **Acceptable** - all of the above sections and information are included; concisely written with appropriate mechanics of writing (subject/verb agreement, grammar, punctuation, spelling)

\_\_\_\_\_ **Needs Improvement** – missing sections or poorly written with errors in subject/verb agreement, grammar, spelling, punctuation.

## Functional Behavior Assessment Report Guidelines and Rubric

Make sure you include all of these areas in your report:

Components	Present
A. Identify all parties involved	
B. Explain the behavior	
C. Describe Previous Interventions	
a. Educational impact	
b. Discuss the observation plan	
a. Interpret or determine meaning from the observation	
b. Setting(s) in which behavior occurs	
c. Frequency	
d. Intensity (Consequences of problem behavior on candidate, peers, instructional environment)	
e. Duration	
f. Explain hypothesis (function of the behavior)	
• ABC	
• Skill or performance deficit	
D. Intervention implementation	
g. Data driven intervention	
E. Evaluation/follow-up	
a. Chart it	
b. Summarize	

\_\_\_\_\_ **Acceptable** - all of the above sections and information are included; concisely written with appropriate mechanics of writing (subject/verb agreement, grammar, punctuation, spelling)

\_\_\_\_\_ **Needs Improvement** – missing sections or poorly written with errors in subject/verb agreement, grammar, spelling, punctuation.

## **Systems-Level Services**

### **DOMAIN 5: School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

#### **Objective:**

Demonstrate an understanding of school systems, and strategies to support the learning and mental health of children and youth.

#### **Required activities:**

1. Gain an understanding of the universal screening programs used to identify students in need of instructional and behavioral support services.
2. Gain an understanding of the policies and practices that support effective discipline either district wide or in a building.
3. Identify a multitiered continuum of services to support social/emotional goals for students.
4. Identify policies and practices currently in place that promote positive school environments.
5. Attend 1 school board meeting

#### **Evaluation of objective:**

1. Write up a summary of the universal screening instrument used in Tier 1 in reading. If one is not used, write up a suggested screening instrument and discuss its purpose, its administration, what it identifies.
2. Write up a summary of effective discipline practices used within a building. If one is not in place explain the rationale for a Positive Behavior Support System and how it works.
3. Write up a summary of services that are in place to support the social/emotional needs of students. If there is not one in place, describe a program that would be worthwhile implementing. Include the rationale for the program, how it fits into a tiered program and how school personnel would implement it.
4. Write up a summary of the activities, policies, and practices of a building that address and build a positive school climate.
5. Write up a summary of 1 school board meeting. Include an agenda of the meeting if it is handed out.

## **DOMAIN 6: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

### **Objective:**

Participate in prevention programs, crisis planning, and responses to crisis.

### **Required activities:**

1. Identify prevention and intervention programs that are currently in place that address bullying, youth suicide, and school violence.
2. Familiarize oneself with the school crisis prevention and response plan.

### **Evaluation of objective:**

1. Write up a summative evaluation of the school's crisis plan. If there isn't one, what type of plan would you put in place to address this?
2. Write up a summary of the school's programs that are in place to address bullying, suicide, or school violence. If there isn't any, what type of plan would you put in place to address any one of these three issues?

### **School's Crisis Plan Guidelines and Rubric for writing up your evaluation**

You may use these questions to help guide you as you look over the district's plan.

- Is there a formally written plan? If so does it include:
  - Characteristics of the school and staff
  - Descriptions of the early warning signs of potentially violent behavior and procedures for identifying children who exhibit these signs.
  - Descriptions of effective prevention practices the school community has undertaken to build a foundation that is responsive to all children and enhances the effectiveness of interventions.
  - Descriptions of intervention strategies the school community can use to help troubled children. These include early interventions for candidates, who are at risk of behavioral problems, and more intensive, individualized interventions and resources for candidates with severe behavioral problems or mental health needs.
  - Immediate responses for imminent warning signs and violent behavior. ○ Clear contingency plans to intervene in specific types of crises. ○ Clear contingency plans to intervene in the aftermath of a tragedy.

- Give recommendations for improvement

**How thorough is the Crisis Plan? You might use this outline to write up your evaluation.** Discuss if the plan includes the team members title and duties, specifically:

- Team leader ○ Administrative liaison ○ Staff liaison ○ Communications liaison ○ Media liaison
- First aid coordinators (medical, psychological) ○ Crowd management liaison ○ Evacuation/transportation coordinator

Discuss if the plan includes:

- Notification Procedures
- Procedures or Guidelines for Assessment of the crisis ○ Chain of command ○ Meeting Place and tentative times
- Template Portfolio (announcement, letters home, and phone templates) ○ Immediate issues
  - Based on your assessment
  - Scheduling change decisions (bell)
  - Notification of candidates and parents
  - Number of service providers (internal/external)
  - Location of services
  - Logistics/materials
  - Communication between team members
  - Follow up procedures
  - Debriefing of the crisis team
  - Clear contingency plans to intervene in specific types of individual and school crises.
- Press/notification ○ Security/help ○ Community Resources
- Possible Intervention for different types of crisis

### **Evaluation and Recommendations**

- Evaluate if the plan is detailed and clear enough that he or she would be able to respond efficiently in the event of a crisis? If not, describe why.
- Give clear, realistic recommendations for improvement?

### **General Comments**

### **DOMAIN 7: Family–School Collaboration Services**

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

### **Objective:**

Demonstrate effective and creative home/school/community collaboration.

**Required activities:**

1. Collaborate with and engage parents in decision making about their children in meetings.
2. Promote respect and appropriate services for cultural and linguistic differences.
3. Promote strategies for safe, nurturing, and dependable parenting and home interventions with brochures for parents
4. Create links among schools, families, and community providers.

**Evaluation of objective:**

1. Write up a program that strengthens home-school collaboration.
2. Write up a list of community agencies that support families.
3. Handout of parent brochure regarding strategies or intervention
4. Write up a summary of the district's or building's outreach/support of culturally or linguistically different students.

**Foundations of School Psychological Service Delivery****DOMAIN 8: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

**Objective:**

Demonstrate an understanding of and responsiveness to human diversity.

**Required activities:**

1. Address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
2. Use a problem-solving framework for addressing the needs of English language learners.
3. Promote fairness and social justice in school policies and programs.

**Evaluation of objective:**

1. Write up a summary of your thought processes in identifying the needs of an English Language Learner using the problem-solving framework. Then how would you address those needs?

## **DOMAIN 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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.

### **Objective:**

Demonstrate skills in research and program evaluation.

### **Required activities:**

1. Using research findings as the foundation for effective service delivery.
2. Using techniques of data collection to evaluate services at the individual, group, and systems levels.
3. Assisting teachers in collecting meaningful student data and evaluate effectiveness of strategies.
4. Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.
6. Conduct research or special study of personal interest with the approval of appropriate administrators.

### **Evaluation of objective:**

1. Write up a summary of the effectiveness of an intervention strategy based on the data collected.  
Include the data in your report.
2. Summary of one Relevant Refereed Journal Article

## Guidelines and Rubric in Writing your Relevant Refereed Journal Article Summary

**Heading:** include all the bibliographic information about the article in APA format.

**Introduction:** Brief overview of the contents, the purpose or audience for the article, and your reaction and evaluation.

**Background:** Summarize the author's main ideas.

### Abstract

- Does it provide a brief and comprehensive summary of the study? It is very important because it is all that many people will read. It should include a brief description of the problem being investigated, the methods used, the results, and their implications.
- It should be accurate (it should not include information here that is not in the body of the manuscript), self-contained (abbreviations should be spelled out), concise (120 word maximum), and specific (this section should begin with the most important information and limit it to the four or five most important concepts, findings, or implications of the study).

### Introduction

- Does this section tell the reader why they performed the study? In other words, did it inform the reader of the research question and indicate why it is important, and how it is unique when compared to previous studies.
- It starts out broad and becomes more and more specific. For example, it might begin by defining any relevant terms. Then go on to review the relevant literature. It should avoid an exhaustive and historical review. Then it should go on to make clear the connection between previous research and the present work.
- It should include the hypotheses and the rationale for them.
- The final paragraph usually contains a statement which clearly and explicitly states why the study was performed, such as The purpose of this study was to... or The present study was designed to investigate the....
- Thus, this section should contain an absolute minimum of four paragraphs: the general introduction, the literature review, the connection of the present study to the literature and the explicit statement of purpose.

### Methods

- Does this section describe in detail how the study was performed? Someone should be able to replicate the study based on the information provide in this section.
- For an experiment, this section is typically divided into four subsections: subjects, apparatus, design, and procedure. The order of design followed by procedure is arbitrary. In other words, it could have the procedure come before the design. Sometimes researchers combine the design and procedure sections.
- For a survey study (i.e., one in which the participants are simply asked a set of questions), the design section is not necessary (and the survey itself may be included as an appendix).

#### *Subjects/Participants*

- Does it indicate who participated in the study, how many, and how were they selected. With human subjects, was the issue of informed consent addressed?
- Include any details which are relevant to the study. For animals, did it include the gender, age, strain, weight? For humans, did it include the gender, age, race/ethnicity, and, when appropriate, the socioeconomic status, disability status, sexual orientation, etc. If the subjects were human, what type of reward or motivation was used to encourage them to participate?

### ***Apparatus***

- Does it describe what materials were used and how they functioned in the study?

### ***Design***

- Does it describe the design and clearly spell out the independent and dependent variables?
- Does it indicate what the levels of the independent variables were, and whether the factor(s) were repeated, matched, or independent?
- Does it describe how the subjects were assigned to groups?
- Does it describe any control procedures used?

### ***Procedure***

- Does it carefully summarize each step in the execution of the study?
- Does it indicate what a typical test, trial, or session involved?
- Does it describe any phases that the study had or any instructions that the subjects received?

### ***Results***

- Does it summarize the data (describe), as well as to make sense of them (analyze).
- Does it give descriptive statistics before the corresponding inferential statistics? In other words, does it give means and/or percentages (perhaps referring to a table or figure), before talking about the results of any statistical tests you performed.
- Does it include some statistical estimate of effect size?
- Does it try to emphasize the meaning of the statistics? That is, does it clearly describe what it is they tested and what significance means for the variables involved?

### ***Discussion***

Does this section evaluate and interpret the results, especially with respect to the original research question. Does it start off with a brief, non-technical summary of the results? In other words, does it tell the reader about the main findings without using statistical terminology?

Does it discuss how the results relate to the literature that was cited in the introduction?

Does it mention any limitations of the study and any suggestions for future research in this section?

Finally, is there an ending paragraph in which they make a final summary statement of the conclusions they you have drawn.

### ***Evaluate the article***

**This is the heart of your article review.** You should discuss a variety of issues here:

- Was the article written well (specifically for the audience intended)?
- Did the article include the appropriate information?
- What meteorological flaws do you see in the article or how could the article be improved?
- Are there limitations that are not addressed?
- What is the article suggesting?
- How can this information be used in a school setting? • Is the article helpful to researchers and or practitioners?

**Make sure that you distinguish your personal views from that of the author.**

### ***Conclusion***

- Tie together any issues raised in the review and provide a concise comment on the article.

There is, of course, no set formula, but a general rule of thumb is that the first one-half to two-thirds of the article review should summarize the author's main ideas and at least one-third should evaluate the article.

**Summary of Relevant Refereed Journal Articles Rubric You must provide the article.**

**Definitions of ratings:**

Acceptable— majority of points addressed in each section; concisely written with a logical progression of thoughts; clear distinction between your viewpoint and the author's perspective; Subject/verb agreement; Written in the first person according to APA manual, 6th ed. Complete sentences; Appropriate grammar and punctuation; No spelling errors; No sentence fragments or incomplete sentences.

Needs Improvement – few of the points addressed in each section; a lot of redundancy in thoughts; little or difficult to discern your viewpoint from the author's; poor grammar; numerous spelling errors; inconsistent tense throughout the summary; sentence fragments or incomplete sentences.

<u>Criterion</u>	<u>Acceptable</u>	<u>Needs Improvement</u>
Articles are provided		
Cited according to APA, 6th ed. written (to the point)	Concisely	
Subject/verb agreement		
Complete sentences		
Appropriate grammar		
Appropriate punctuation	Correct	
spelling		
First person as in APA 6th ed.		

## **DOMAIN 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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.**

### **Objectives:**

1. Develop an awareness of, adherence to ethical considerations, professional standards, and legal aspects of school psychology.
2. Demonstrate professional growth and development through continued in-service training, observation, and study.

### **Required activities:**

1. Remain knowledgeable about ethical and professional standards, and legal regulations.
2. Assist administrators, other school personnel, and parents in understanding regulations relevant to general and special education. Always have the Eligibility Criteria handout with you at meetings.
3. Engage in professional development and life-long learning by attending meetings and/or conventions with such professional organizations as, Kansas Association of School Psychologists, National Association of School Psychologists, Council for Exceptional Children, Kansas Psychological Association.
4. Participate in in-service training programs to teachers, staff, or school psychologists as an advocate for continuing professional development for all personnel
5. Obtain and maintain liability insurance

### **Evaluation of objective:**

1. Describe and process an ethical dilemma using the 8 step model in the guidelines.
2. Within an assessment report, include the criteria for the diagnosis as written in the eligibility handbook.
3. Provide a program from a Fall or Spring conference or workshop
4. Facilitate or co-facilitate a staff (regular education teachers, school psychologists, or para-professionals) in-service, and provide your slides from the in-service.
5. Include your insurance policy documentation

## Appendix O

Emporia State University  
Division of Psychology and Special Education  
PY 910 and PY 920, Internship in School Psychology I and II  
2 credit hours each  
2016-17 Academic Year

Instructor: Jim Persinger, Ph.D., Associate Professor  
Box 4031 Visser Hall, Emporia, KS. 66801  
(620) 341-5428  
email [jpersing@emporia.edu](mailto:jpersing@emporia.edu)

Course Description:

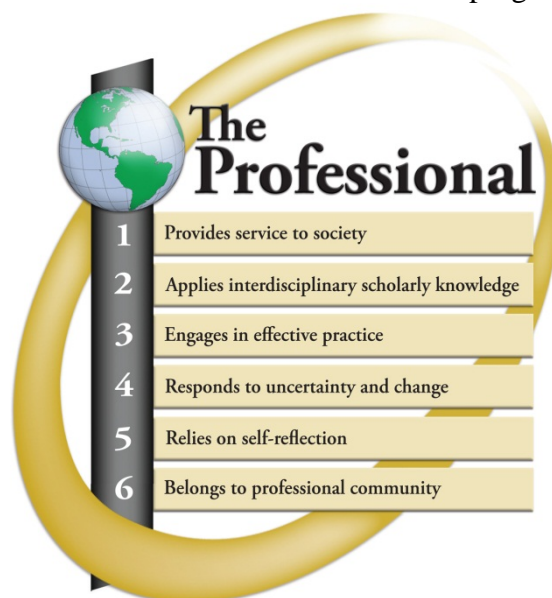
The purpose of the supervised, full-time internship for one academic year is to allow the intern to integrate knowledge and skills and to further develop his/her competencies as a practicing school psychologist, and to demonstrate appropriate ethical and professional standards as a school psychologist. The internship experience should include all levels of education, early childhood through secondary. The setting should provide a full range of services to children with both general and special educational needs, reflecting diverse backgrounds. A school setting must provide at least 50% of the approved field experience. The guidelines established by Kansas Trainers of School Psychologists Cooperative Internship Agreement must be met in order for certification to be attained, and the National Association of School Psychologist Standards for Field Placement must be adhered to as well (see attached).

**The Teachers College Conceptual Framework**

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates

who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.



This course addresses the following Knowledge, Skills, and Dispositions outcomes:

### **Kansas Standards**

#### *Knowledge:*

Candidates will exhibit knowledge of:

1. general education within an intellectual framework.
2. essential concepts of their content studies.
3. philosophical, historical, social, and theoretical foundations of education.
4. theories of human physical, cognitive, social, and emotional development.
5. characteristics and equitable treatment of diverse learners.
6. essential concepts of planning, assessment, and instruction.
7. appropriate technology and how it may be used to enhance teaching and learning.
8. techniques to integrate professional studies with essential concepts from their general studies and content studies.

#### *Skills:*

Candidates will be able to:

1. integrate and use concepts from their general, content, and professional studies in their teaching environment.
2. demonstrate professional performance that reflects current theory, research, and practice.
3. implement non-biased techniques for meeting needs of diverse learners.
4. use and support effective communication techniques in order to develop a positive learning environment.
5. demonstrate creative planning and curriculum integration to promote learning of all students.
6. employ appropriate assessment techniques in order to measure the development and learning of their students.
7. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
8. make use of appropriate technology in their teaching environment.

*Dispositions:*

Candidates will demonstrate a:

1. commitment to professionalism and ethical standards.
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
4. belief in having high expectations for all learners.
5. respect for cultural and individual differences by providing equitable learning opportunities for all.
6. desire to communicate with family and community members to make them partners in the educational process.
7. commitment to collaboration with other professionals to improve the overall learning of students.

This course has been assigned the task of meeting several of the standards for professional educators. The specific **KSDE standards (which align to NASP pre-2010 standards)** are listed below.

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

**P.5. The school psychologist uses data to design, implement, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.** (Candidates write case studies in which design, implementation, and evaluation of intervention services are undertaken for children in regular education settings.)

**P.6. The school psychologist assists school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities.**

*(Candidates write case studies in which design, implementation, and evaluation of intervention services are undertaken for children in regular education setting.)*

**P.7. The school psychologist applies knowledge of decision-making and problem-solving processes to broader research and systems -level problems that result in the identification of factors that influence learning and behavior.** *(Candidates write case study in which decision-making and problem-solving processes are documented for students involved in teams engaged in functional assessment for children in both regular and special education programs.)*

**P10. The school psychologist maintains confidential records of evaluations and assessments.** *(Field supervisor observation)*

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

**P.1. The school psychologist uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds.** *( Candidates demonstrate effective collaboration and consultation strategies. Written case study in which involvement in collaboration and consultation is documented.)*

**P.2. The school psychologist has positive interpersonal skills and listens, adapts, addresses ambiguity, and is patient in difficult situations.** (*Observation by field supervisor* )

**P.5. The school psychologist selects and applies consultation principles and strategies appropriate to each situation.** (*Observation by field supervisor, Written case study in which consultation is documented and self-critiqued.*)

**P.7. The school psychologist uses effective conflict-resolution strategies in the school community.** (*Observation by field supervisor, consultation reflection paper documents conflict-resolution strategies as applied to a situation.*)

**P.8. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and/or other agency.** (*Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.*)

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

**K.5. The school psychologist has knowledge of current information and research about advances in curriculum and instruction.** (*Candidate documentation of professional development involvement in this area at the district as well as state, regional or national level.*)

**P.2. The school psychologist assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/ organization, and time management skills.** (*Written case study in which involvement in intervention to support effective learning for children is documented, with evaluation of effectiveness, for children in both regular and special education programs.*)

**P.3. The school psychologist assists in implementing a variety of assessment techniques and instructional methods to enhance learning of infants and children at the individual, group, and systems levels.** (*Written case study in which varied assessment strategies and instructional methods is documented, with evaluation of effectiveness, for children in both regular and special education programs.*)

**P.4. The school psychologist, in collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.** (*Student documentation of professional development involvement (using individual development plan format).*)

**P.5. The school psychologist shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.** (*Written paper in which candidate documents presentation of in-service training.*)

**P.6. The school psychologist helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.** (*Written case study in which involvement is documented for students teaming for goal-setting for children in both regular and special education programs.*)

**P.7. The school psychologist links assessment information to the development of instructional strategies to meet the individual learning needs of children.** *(Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention.)*

**P.8. The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.** *(Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention, with plan for outcomes assessment.)*

**P.9. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.** *(Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention. )*

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

**P.1. The school psychologist provides effective consultation, behavior assessment and interventions, and counseling services.** *(Observation by field supervisor. , Written case study in which candidate is involved in intervention via consultation, behavioral assessment and counseling, with evaluation of effectiveness.)*

**P.2. The school psychologist develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches, that will assist teachers and families in teaching pro-social behavior.** *(Observation by field supervisor)*

**P.3. The school psychologist applies the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).** *(Written case study in which students demonstrate planning for transfer of training prior to intervention.)*

**P.4. The school psychologist provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.** *(Observation by field supervisor. )*

**P.5. The school psychologist assists teachers, families, and others with helping children become responsible for their own behavior.** *(Written case study in which intervention strategies requiring child self-assessment and/or self-management is documented, for children in both regular and special education programs.)*

**P.6. The school psychologist assists parents and other adult caregivers with development and implementation to behavior change programs in the home in order to facilitate the learning and development of their children.** *(Written case study in which students demonstrate planning for transfer of training to home prior to intervention, and assistance in helping caregivers implement intervention.)*

**P.7. The school psychologist uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom).** *(Written case study in which ecological and behavioral approaches are utilized in intervention creation, for children in both regular and special education programs.)*

**P.8. The school psychologist incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).** *(Time logs document transition involvement at all levels. Written case study in which transition assessment occurs and/or planning for transitions is incorporated into the intervention strategy, for children in both regular and special education programs.)*

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

**P.4. The school psychologist assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.** *(Observation by field supervisor)*

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

**P.1. The school psychologist assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.** *(Observation by field supervisor.)*

**P.2. The school psychologist applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system.** *(Written case study documents systems approach in assessment and/or intervention.)*

**P.3. The school psychologist facilitates decision-making and collaboration, and fosters a commitment to quality, effective services for all infants, children, youth, and families.** *(Observation by field supervisor, time logs document collaboration and consultation work, and written case study in which involvement in collaboration and consultation is documented, accompanied by self-critique.)*

**P.4. The school psychologist contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families.** *(Observation by field supervisor, Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)*

**P.5. The school psychologist assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities.** *(Observation by field supervisor, mental health case study reflects systems approach in needs assessment and advocacy for Tiered and proactive mental health service structure.)*

**P.6. The school psychologist assists in the development of policies and procedures to promote safe and violence free schools.** *(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)*

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

**P.2. The school psychologist develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems.** *(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)*

**P.4. The school psychologist collaborates with other health care professionals to promote behaviors that lead to good health for infants and children and promotes mental health in schools and other agencies.** *((Mental health case study reflects involvement in collaboration with health and/or mental health providers.)*

**P.5. The school psychologist facilitates environmental changes that support health and adjustment of infants and children.** *(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)*

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

**P.1. The school psychologist designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.** *(Written case study in which design, implementation, and evaluation of intervention incorporating partnership is undertaken for children in regular or special education settings.)*

**P.5. The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies.** *(Written case study in which involvement in collaboration and coordination between school and other involved parties is documented, accompanied by self-critique.)*

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

**P.2. The school psychologist bases practice on sound research and translates new research findings into service delivery.** *(Observation by field supervisor, Student documentation of professional development involvement in this area at the district as well as state, regional or national level. (Mental health case study reflects creation of empirically-based policies and procedures and advocacy for proactive mental health service structures).)*

**P.3. The school psychologist applies findings from intervention research when designing intervention programs (e.g., educational, mental health).** *(Observation by field supervisor, (Mental health case study reflects systems approach and RTI tiered population-based service*

*structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures..)*

**P.5. The school psychologist provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data.** *(Written paper in which student documents presentation of empirically-based in-service training, accompanied by self-critique, instructor effectiveness measures, and goal attainment pre-post testing.)*

**P.8. The school psychologist provides information about relevant research findings to school personnel, parents, and the public.** *(Observation by field supervisor)*

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

**P.2. The school psychologist adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties.** *(Observation by field supervisor, Discussion with university supervisor and cohort in which circumstances of involvement in an ethical, professional and/or legal dilemma and the student response to it are presented, accompanied by verbal critique.)*

**P.3. The school psychologist promotes due process guidelines in all decisions affecting students.** *(Observation by field supervisor)*

**P.10. The school psychologist advocates for continuing professional development opportunities for all personnel.** *(Observation by field supervisor)*

This course is also designed to address the following NASP Practice Model 10 Domains:

### *Practices That Permeate All Aspects of Service Delivery*

**Domain 1: Data-Based Decision Making and Accountability**-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Examples of professional practices include:

- Using the problem solving framework as the basis for all practices.
- Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions.

- Using assessment data to understand students' problems and to implement evidence-based instructional, mental, and behavioral health services.
- Using data to analyze progress toward meeting academic and behavioral goals.
- Evaluating treatment fidelity of student interventions.
- Evaluating the effectiveness and/or need for modifications to school-based interventions or programs.
- Conducting valid and reliable assessments for the purpose of identifying student's eligibility for special education services.

**Domain 2: Consultation and Collaboration**-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and 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. Examples of professional practices include:

1. Using a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
2. Facilitating effective communication and collaboration among families, teachers, community providers, and others.
3. Using consultation and collaboration when working at the individual, classroom, school, or systems levels.
4. Advocating for needed change at the individual student, classroom, building, district, state, or national levels.

#### *Direct and Indirect Services for Children, Families, and Schools: Student Level Services*

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**-School psychologists have knowledge of 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, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of professional practices include:

1. Implementing evidence-based interventions to improve student engagement and learning.
2. Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
3. Working with other school personnel to ensure attainment of state and local benchmarks for all students.
4. Sharing information about research in curriculum and instructional strategies.
5. Promoting the use of instructional strategies for diverse learners and to meet individual learning needs.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life

skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health. Examples of professional practices include:

1. Providing a continuum of mental and behavioral health services, including individual and group counseling, behavioral coaching, positive behavioral supports, and parent education.
2. Integrating behavioral supports and mental health services with academic and learning goals for students.
3. Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision making.
4. Using systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
5. Developing and implementing behavior change programs at individual, group, classroom, and school-wide levels.
6. Evaluating evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

### Systems-Level Services

**Domain 5: School-Wide Practices to Promote Learning**-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include:

1. Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
2. Promoting policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more.
3. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students.
4. Advocating for policies and practices that promote positive school environments.

**Domain 6: Preventive and Responsive Services**-School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of professional practices include:

1. Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.
2. Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
3. Participating in school crisis prevention and response teams.
4. Participating and evaluating programs that promote safe and violence-free schools and communities.

**Domain 7: Family–School Collaboration Services**—School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices include:

1. Collaborating with and engaging parents in decision making about their children.
2. Promoting respect and appropriate services for cultural and linguistic differences.
3. Promoting strategies for safe, nurturing, and dependable parenting and home interventions.
4. Creating links among schools, families, and community providers.

### Foundations of School Psychological Service Delivery

**Domain 8: Diversity in Development and Learning**—School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery. Examples of professional practices include:

1. Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
2. Using a problem-solving framework for addressing the needs of English language learners.
3. Promoting fairness and social justice in school policies and programs.

**Domain 9: Research and Program Evaluation**—School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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. Examples of professional practices include:

1. Using research findings as the foundation for effective service delivery.
2. Using techniques of data collection to evaluate services at the individual, group, and systems levels.
3. Assisting teachers in collecting meaningful student data.
4. Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

**Domain 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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of professional practices include:

1. Remaining knowledgeable about ethical and professional standards, and legal regulations.
2. Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
3. Engaging in professional development and life-long learning.
4. Using supervision and mentoring for effective practices.

#### Course Objectives:

1. Increase knowledge of public school organization and function.
2. Gain familiarization with the role and function of the school psychologist.
3. Demonstrate effective and creative utilization of community resources.
4. Work with a team to develop sound, empirically based assessment and intervention to meet student needs.
5. Advocate for population-based mental health services.
6. Develop communication and consultation skills and the ability to engage in teamwork efforts.
7. Develop skills in diagnosis and behavioral analysis.
8. Develop skills in strategies for prevention and intervention.
9. Develop skills in research and program evaluation.
10. Develop professional growth through continued in-service training, observation and study.
11. Develop an awareness of, and adherence to, ethical considerations, professional standards, and legal aspects in school psychology.
12. Develop an understanding of, and a responsiveness to, human diversity.

### Student Outcomes:

1. The intern will participate in and conduct in-service programs. He/she will meet various key school personnel such as principals, secretaries, special education staff and general education staff.
2. The intern will discuss the role of the school psychologist in the particular LEA in which he/she is assigned with the director of special education and the field supervisor. Discussion should include how this role relates to the state plan for school psychology and how the role of the school psychologist fits into the school organization.
3. The intern will obtain copies of the forms used in the local education agency, as well as explanation of when and how these forms are used.
4. The intern will obtain an outline of the organizational structure of the district, and where special education and school psychology fit into this structure.
5. The intern will observe how the field supervisor handles various problems involving general education interventions (preassessments), initial contacts, referral, assessment, consultation, counseling, IEPs, and follow-ups.
6. The intern will learn which community agencies (resources) are involved with the schools: who, what, and where. The intern will be prepared to provide families with information about these resources when appropriate.
7. The intern will be involved in a variety of activities which reflect the following types of activities:
  - a. Participating in general education intervention teams
  - b. Administering tests and utilize informal assessment measures
  - c. Linking assessment to intervention
  - d. Consulting/collaborating with teachers and other personnel within and outside the school
  - e. Consulting/collaborating with parents and other family members
  - f. Performing classroom observations
  - g. Designing instructional adaptations for students with special needs
  - h. Developing and evaluating intervention plans
  - i. Counseling children
  - j. Report writing
  - k. Discussing professional standards, legal, and ethical issues related to special education and school psychology
  - l. Formulation of IEPs
  - m. Creating population-based mental health services needs assessment and planning
  - n. Consulting with outside agencies
  - o. Participating in in-service training
  - p. Conducting in-services when appropriate
  - q. Any other pertinent activities agreed upon by field supervisor, intern, and university supervisor

**Products reflecting completion of each of these aspects will be assembled into a folio, kept on file in the department. A checklist reflecting the content which at a minimum must be reflected in products included in the folio is attached to this syllabus.**

In all activities, the intern will recognize and respond to human diversity, especially cultural and socioeconomic differences, which impact decision-making with and for students and their families.

These activities will be discussed with the field supervisor on a regularly scheduled basis and a log will be kept and turned into the university supervisor documenting these meetings. **The field supervisor will provide, on average, at least two hours per week of direct supervision for the intern.**

#### Additional Expectations

1. The intern will provide consultative services as needed to general education personnel, special education personnel, administration, and outside agencies. This area is particularly relevant with the Kansas guidelines requiring general education intervention before referral for psychological or educational testing.
2. The intern will participate in at least one state level conference related to school psychology, or engage in other professional growth activities as agreed to by the university and field supervisor.
3. The intern will complete a final folio following the requirements set forth in the attached document.

In addition to the objectives and expectations listed above, the intern will demonstrate competency in the following personal objectives:

1. Is appropriately dressed
2. Is tactful
3. Has high ethical standards
4. Is calm, poised, and self-controlled in potentially emotional situations
5. Maintains good relations with students, colleagues, and parents
6. Assumes appropriate responsibility
7. Uses discretion when speaking of school and colleagues
8. Observes “channels” when reporting on matters affecting the welfare of school and staff.
9. Handles school routine promptly and efficiently and renders prompt and accurate reports.
10. Is able to focus on strengths as opposed to the negative aspects of a situation.
11. Is reliable in starting and completing assigned responsibilities.
12. When talking to teachers or parents, he/she speaks in non-technical language that is easy to understand as opposed to psychological jargon with which teachers or parents are not familiar.
13. Collaborates with parents in such a way that both parties are seen as equals, share common goals, and contribute to the process.

#### Course Requirements:

The following is to be submitted to the university supervisor by the intern during the two-semester internship (products described on attached folio guidelines paper):

First semester:

1. One assessment report, submitted with standards it is intended to fulfill indicated on an attached checklist. Whether the child is identified as special education eligible or not is irrelevant. (see evaluation case study rubric)

2. An intervention case study, submitted with standards it is intended to fulfill indicated on an attached checklist. Whether the child involved is receiving special education services or not is irrelevant. (see Upah and Tilley intervention rubric)
3. A summary of activities completed by filling in the Summary of School Psychological Services Semester Report (using Excel spreadsheet emailed to you before the meeting)
4. A log of meetings with field supervisor, signed by intern and field supervisor. (see sample "log of meetings" form to see how you might document this).
5. Flow chart or outline of the organizational structure of the district/cooperative, showing channels of administrative authority in both general and special education systems (you can probably secure this from the board of education or cooperative office)
6. A completed supervisor evaluation, done independently from a completed self-evaluation (using either the supervisor evaluation form or the KSPEP being test-driven this semester).

Second semester:

7. One assessment report, submitted with standards it is intended to fulfill indicated on an attached checklist. Ideally, this report will follow a student through the entire SIT process then through evaluation and identification.
8. One intervention case study, submitted with standards it is intended to fulfill indicated on an attached checklist. Ideally, this case study will be on the same client as involved in one of the earlier assessment reports, to demonstrate the connection between assessment and intervention, and show a plan for gathering of efficacy data (see scoring rubric).
9. A summary of activities completed by filling in the Summary of School Psychological Services Semester Report.
10. A log of meetings with field supervisor, signed by intern and field supervisor.
11. Apply for full Kansas school psychologist certification. Testing and application for national certification by the National School Psychology Certification Board is optional.
12. A completed supervisor evaluation, done independently from a completed self-evaluation.

Either semester:

13. A school based mental health services needs assessment and plan, submitted with standards it is intended to fulfill indicated on an attached checklist. This may reflect individual or group services dealing with academic, social, or affective problems. (see mental health service plan rubric)
14. A consultation self-assessment and reflection, as completed with a team or teacher in a school, on services provided to address a problem experienced by a child or group of children (whether identified or not identified as special-education eligible is irrelevant) (see CES scale which should be utilized to take data for the reflection).
15. A personal essay on which you reflect upon your professional goals, your educational philosophy and the role of the school psychologist. In addition to these elements, this paper MUST contain 1) a section in which you reflect upon an ethical situation in which a dilemma arose or in which a potential dilemma was averted, citing the appropriate ethical standards relevant to the situation, 2) a section in which you describe the extent to which you utilize technology as a school psychologist, and in which you specifically describe the ways in which you protect the confidentiality of data as relates to technology issues, and 3) a description of your plans as regards ongoing professional development as a fully licensed school psychologist.

16. A professional resume/vita.
17. A copy of “My Learning Plan” or other inservice hours logged, OR a brief report of a state/national conference attended (1-2 typewritten, double-spaced pages) or alternative professional development opportunity agreed to by the university supervisor (e.g., an individual development plan documenting inservice participation).
18. Documentation of inservice training provided by the intern to others, which includes an effectiveness scale for goal attainment and assessment of instructor effectiveness (see inservice rubric)
19. Any other products necessary to provide at least one product (preferably two) fulfilling each standard as provided in the attached table.

Note: of the many products provided, particularly the case studies, they must show a breadth of populations (including ages) that you are responsible for as a practitioner. For example, if all products reflect elementary-aged populations, or all learning-disabled populations, you may have difficulty demonstrating that you have experience with clients representing sufficient diversity. Strive to have a) one product representative of clients at the preschool, elementary, and secondary levels, 2) products representing that you have served populations representing varied exceptionalities, and 3) products representing that you have served populations with academic, affective, social and behavior issues. Also, at least one of the products must show that you were involved with primary prevention.

#### Course Evaluation:

The products contained in the final portfolio will be graded based upon completeness, professional appearance/organization, and content/clarify of communication. See attached scoring rubrics. The assessment of the internship is an ongoing process. Regularly scheduled meetings between the intern and field supervisor provide opportunities for feedback, of course. In addition to the average of two contact hours per week with the field supervisor, a formal evaluation should be made at the mid-point of the internship and again at the termination of the internship. By providing an evaluation at the mid-point, the field supervisor and intern are able to review expectations and strengths of the internship. They are also able to pinpoint areas that may need extra emphasis. The university supervisor may or may not be involved in the mid-point evaluation, though a written summary of that evaluation must be provided to the university by mid-January. The university supervisor will be on-site for two feedback meetings during each semester, however. Those meetings will involve the intern, LEA field supervisor, and university supervisor.

The portfolio must reflect the following content, as aligned with the standards of the Emporia State University school psychology program:

ESU Standard	Student Outcome/Product	Evaluation	√
1.P.5.The school psychologist uses data to design, implement, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.	Candidates write case studies in which design, implementation, and evaluation of intervention services are undertaken for children in regular education settings,	Faculty evaluates case studies using rubric.	
1.P.6.The school psychologist assists school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities.	Candidates write case studies in which design, implementation, and evaluation of intervention services are undertaken for children in regular education settings	Faculty evaluates case studies using rubric.	
1.P.7.The school psychologist applies knowledge of decision-making and problem-solving processes to broader research and systems -level problems that result in the identification of factors that influence learning and behavior.	Candidates write case study in which decision-making and problem-solving processes are documented for students involved in teams engaged in functional assessment for children in both regular and special education programs.	Faculty evaluates using rubric.	
1.P.10.The school psychologist maintains confidential records of evaluations and assessments.	Field supervisor observation	Field supervisor ratings document involvement in and demonstration of best practices in this area	√
1.P.10.The school psychologist maintains confidential records of evaluations and assessments.	Field supervisor observation	Field supervisor ratings document involvement in and demonstration of best practices in this area	√
2.P.1.The school psychologist uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds.	Candidates demonstrate effective collaboration and consultation strategies. Written case study in which involvement in collaboration and consultation is documented	Field supervisor ratings document involvement in and demonstration of best practices in this area. Self-critique of case study, scored via rubric	

2.P.2.The school psychologist has positive interpersonal skills and listens, adapts, addresses ambiguity, and is patient in difficult situations.	Observation by field supervisor	Field supervisor ratings	√
2.P.5.The school psychologist selects and applies consultation principles and strategies appropriate to each situation.	Observation by field supervisor Written case study in which consultation is documented and self-critiqued.	Field supervisor ratings document involvement in and demonstration of best practices in this area. Case study accompanied by self-critique, scored via rubric	
2.P.7.The school psychologist uses effective conflict-resolution strategies in the school community.	(Observation by field supervisor, consultation reflection paper documents conflict-resolution strategies as applied to a situation.	Field supervisor ratings document involvement in and demonstration of best practices in this area. Reflection on consultation reflects conflict resolution strategies.	
2.P.8.The school psychologist promotes change at the levels of the individual student, classroom, building, district, and/or other agency.	(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)	Mental health case study rubric.	
3.K.5.The school psychologist has knowledge of current information and research about advances in curriculum and instruction.	Candidate documentation of professional development involvement in this area at the district as well as state, regional or national level.	Faculty score via rubric	
3.P.2.The school psychologist assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/ organization, and time management skills.	Written case study in which involvement in intervention to support effective learning for children is documented, with evaluation of effectiveness, for children in both regular and special education programs.	Faculty score via rubric	

3.P.3.The school psychologist assists in implementing a variety of assessment techniques and instructional methods to enhance learning of infants and children at the individual, group, and systems levels.	Written case study in which varied assessment strategies and instructional methods is documented, with evaluation of effectiveness, for children in both regular and special education programs.	Faculty score scored via rubric.	
3.P.4.The school psychologist, in collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.	Student documentation of professional development involvement (using individual development plan format).	Faculty score via rubric	
3.P.5.The school psychologist shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.	Written paper in which student documents presentation of in-service training.	Paper accompanied by self-critique. Faculty scored via rubric.	
3.P.6.The school psychologist helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.	Written case study in which involvement is documented for students teaming for goal-setting for children in both regular and special education programs,	Case study includes evaluation of effectiveness, scored via rubric.	
3.P.7.The school psychologist links assessment information to the development of instructional strategies to meet the individual learning needs of children.	Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention.	Self-evaluation of effectiveness, scored via rubric	
3.P.8.The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.	Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention, with plan for outcomes assessment.	Self- evaluation of effectiveness, scored via rubric	

3.P.9.The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.	Written case study in which students demonstrate necessity of synthesizing assessment data toward hypotheses generation and testing via intervention.	Self- evaluation of effectiveness, scored via rubric.	
4.P.1.The school psychologist provides effective consultation, behavior assessment and interventions, and counseling services.	Observation by field supervisor. Written case study in which candidate is involved in intervention via consultation, behavioral assessment and counseling, with evaluation of effectiveness.	Field supervisor ratings document involvement in and demonstration of best practices in this area. Case study scored via rubric.Faculty evaluate using case study rubric	
4.P.2.The school psychologist develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior.	Observation by field supervisor.	Field supervisor ratings.	√
4.P.3.The school psychologist applies the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).	Written case study in which students demonstrate planning for transfer of training prior to intervention	Faculty evaluation of effectiveness scored via rubric	
4.P.4.The school psychologist provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.	Observation by field supervisor.	Field supervisor ratings document involvement in and demonstration of best practices in this area	√
4.P.5.The school psychologist assists teachers, families, and others with helping children become responsible for their own behavior.	Written case study in which intervention strategies requiring child self-assessment and/or self-management is documented, for children in both regular and special education programs	Faculty scored via rubric.	

4.P.6.The school psychologist assists parents and other adult caregivers with development and implementation to behavior change programs in the home in order to facilitate the learning and development of their children.	Written case study in which students demonstrate planning for transfer of training to home prior to intervention, and assistance in helping caregivers implement intervention	Faculty scored via rubric.	
4.P.7.The school psychologist uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom).	Written case study in which ecological and behavioral approaches are utilized in intervention creation, for children in both regular and special education programs.	Faculty scored via rubric.	
4.P.8.The school psychologist incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).	(Time logs document transition involvement at all levels. Written case study in which transition assessment occurs and/or planning for transitions is incorporated into the intervention strategy, for children in both regular and special education programs.)	Faculty scored via rubric.	
5.P.4.The school psychologist assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.	Observation by field supervisor	Field Supervisor Evaluation Form	√
6.P.1.The school psychologist assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home -school partnerships.	Observation by field supervisor	Field Supervisor Evaluation Form	√

6.P.2.The school psychologist applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system.	(Written case study documents systems approach in assessment and/or intervention.)	Faculty scored via rubric.	
6.P.3.The school psychologist facilitates decision-making and collaboration, and fosters a commitment to quality, effective services for all infants, children, youth, and families.	(Observation by field supervisor, time logs document collaboration and consultation work, and written case study in which involvement in collaboration and consultation is documented, accompanied by self-critique.)	Field Supervisor Evaluation Form. Faculty scored via rubric.	
6.P.4.The school psychologist contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families.	(Observation by field supervisor, Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)	Field Supervisor Evaluation Form. Faculty scored via rubric.	
6.P.5.The school psychologist assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities.	(Observation by field supervisor, mental health case study reflects systems approach in needs assessment and advocacy for Tiered and proactive mental health service structure.)	Field Supervisor Evaluation Form, Faculty scored via mental health rubric.	
6.P.6.The school psychologist assists in the development of policies and procedures to promote safe and violence free schools.	(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)	Faculty scored via mental health rubric.	

7.P.2.The school psychologist develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems.	(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)	Faculty scored via mental health rubric.	
7.P.4.The school psychologist collaborates with other health care professionals to promote behaviors that lead to good health for infants and children and promotes mental health in schools and other agencies.	(Mental health case study reflects involvement in collaboration with health and/or mental health providers.)	Faculty scored via mental health rubric.	
7.P.5. The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies	(Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures.)	Faculty scored via mental health rubric.	
8.P.1.The school psychologist designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.	Written case study in which design, implementation, and evaluation of intervention incorporating partnership is undertaken for children in regular or special education settings.	Faculty scored via rubric.	
8.P.5.The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies.	Written case study in which involvement in collaboration and coordination between school and other involved parties is documented, accompanied by self-critique	Faculty scored via rubric.	
9.P.2.The school psychologist bases practice on sound research and translates new research findings into service delivery.	(Observation by field supervisor, Student documentation of professional development involvement in this area at the district as well as state, regional or national level. Mental health case study reflects creation of empirically-based policies and procedures and advocacy for proactive mental health service structures).	Field Supervisor Evaluation Form. Faculty scores via mental health rubric	

9.P.3.The school psychologist applies findings from intervention research when designing intervention programs (e.g., educational, mental health).	(Observation by field supervisor, (Mental health case study reflects systems approach and RTI tiered population-based service structure in a needs assessment, creation of empirically-based policies and procedures and advocacy for proactive mental health service structures..)	Field Supervisor Evaluation Form. Faculty scored via mental health rubric	
9.P.5.The school psychologist provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data.	(Written paper in which student documents presentation of empirically-based in-service training, accompanied by self-critique, instructor effectiveness measures, and goal attainment pre-post testing.)	Faculty scored via rubric	
9.P.8.The school psychologist provides information about relevant research findings to school personnel, parents, and the public.	Observation by field supervisor	Field Supervisor Evaluation Form	√
10.P.1.The school psychologist applies methods from psychology, education, special education, health care, and related fields, in work with infants, children, parents, and professionals in school and other agencies.	Written case study in which assessment, goal-setting, intervention, and/or collaboration demonstrates an eclectic approach.	Field Supervisor Evaluation Form	
10.P.2.The school psychologist adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties.	(Observation by field supervisor, Discussion with university supervisor and cohort in which circumstances of involvement in an ethical, professional and/or legal dilemma and the student response to it are presented, accompanied by verbal critique.)	Field Supervisor Evaluation Form. Candidates is in attendance at cohort meeting and actively participates and contributes in ethics discussion.	
10.P.3.The school psychologist promotes due process guidelines in all decisions affecting students.	Observation by field supervisor	Field Supervisor Evaluation Form	√
10.P.10.The school psychologist advocates for continuing professional development opportunities for all personnel.	Observation by field supervisor	Field Supervisor Evaluation Form	√

## Appendix P

# Emporia State University

## School Psychology Program

### Field Supervisor Agreement and Verification Form

The purpose of this agreement is to assure that the field supervisor meets KSDE and NASP requirements to supervise (Ed.S or equivalent, i.e., CAGS, licensed in the state of Kansas, and three years of experience in schools as a practicing school psychologist, post internship) and to insure that the field supervisor understands the requirements that NASP places on practicum candidates and field supervisors.

Practicum Candidate: \_\_\_\_\_

Practicum Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Field Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

LEA: \_\_\_\_\_

LEA Address (if different from above): \_\_\_\_\_

LEA Phone # \_\_\_\_\_

Highest Degree Held in School Psychology: \_\_\_\_\_

Years of Experience as a School Psychologist in a school setting: \_\_\_\_\_

Specifically, I agree to the following:

- The practicum candidate will be responsible for approximately one-fourth the number of cases that are completed by regular staff psychologists.
- Developing a supervision plan with the practicum candidates.
- The field supervisor should provide at least two hours per week of supervision (1 hour conceptual and 1 administrative). The focus of the supervision will be reflected in the supervision plan develop by the field supervisor and the practicum candidate.
- The school psychology supervisor shall co-sign all documents signed by the practicum candidate. The candidate must sign using the title "School Psychology Practicum Candidate" on all documents.
- Formally evaluating the practicum candidate at mid-semester and at the completion of the practicum.

I hereby agree to the above terms and verify that all information provided is truthful.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix Q

EMPORIA STATE UNIVERSITY  
SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP PARAMETERS  
(2016 ESU Revision Of 1999 KTSP Agreement)

The internship is distinct from the practica in both activities and goals. The practica focus on specific service skills, within specific settings, with specific populations. By contrast, internship requires students to employ a comprehensive set of skills in a wide range of situations, but within one professional role. As an integration task, interns must decide which technique to use with which case, when to try alternate approaches, when to ask for professional consultation, or when to refer cases to other school and/or community resources. From the candidate's perspective, a primary goal is to gain confidence and competence in skills, and to complete the time in the field and products needed in order to be eligible for a full license from KSDE in school psychology. From the School Psychology Program's perspective, a primary goal is to assure that program completers have entry-level school psychologist content knowledge, skills, competencies and dispositions, as aligned to KSDE and NASP standards. From the educational agency's perspective, a primary goal is the securing of an employee to provide school psychological services at their site. There is, fortunately, harmony among these interdependent goals in our NASP-approved program.

Internship Parameters

University supervisors can arrange and approve internships in public schools or in a combination of public schools and approved agencies. They can arrange and approve direction and supervision by one or more supervisors and for experiences across a range of age and grade levels and with a variety of school staff, populations, and problems. Regardless of site(s) involved with any given intern position, the following applies.

Internships may be full time for one year or half-time for two years. The National Association of School Psychologists (NASP) Standards require at least one-half of the internship be completed in a regular school setting, which provides opportunities for interns to work with pupils of all school ages, with a full time range of services for regular and special education staff and pupils within the framework of a multidisciplinary team model. If part of the internship is done in a non-school setting, it's required that all other aspects of internship as defined in this document and other orientation materials such as the PY910/PY920 syllabus be met. For instance, that the intern is a provider of school psychological services and is titled accordingly, is receiving field-based supervision, etc....

Internship in Kansas schools usually involves a paid employee position, located by the candidate in accordance with typical employment processes involving credential files, interviewing, reference letters and so on as discussed in the School Psychology Program Student Handbook. In addition to the regular employment process, to serve as "internship" requires that by formal agreement it serve as an integrated ongoing training

experience: The internship candidate, an administrative designee of the employing agency, the university supervisor, and field supervisor must all agree to the parameters of internship as defined in this document and in related orientation materials (e.g., the internship syllabus, internship rubrics, etc....) provided to all participants as part of the collaborative process of approving the site and duties as eligible for “internship.”

The internship experience will cover one school year or 9 months time minimum and will require a minimum of 1400 contact hours. Of particular concern is that the intern have experience in working in a setting that provides:

- Student services operating within a problem-solving team framework.
- A full range (i.e., tiered) of services for children with and without special needs.
- Local supervision as needed to help foster and develop specific skills needed for effective school psychological service delivery.
- Services which include early childhood, elementary, and secondary level experiences.
- Involvement with transition processes at key decision-points, e.g., Part C to Part B, kindergarten transition, and secondary transition assessment.
- Balanced involvement in direct and indirect school psychological services.
- Opportunity to provide population-based mental health services, and other advocacy opportunities which benefit all children.
- Opportunity for the intern to complete all internship products described in the syllabus and folio rubrics.
- Accessibility to and supervision by at least one Ed.S.-certified school psychologist with at least three years of post-internship experience as a licensed school psychologist.

Additionally, no hours accrued, products completed or other aspects are eligible as “internship” unless the experience occurs:

- After Ed.S. degree completion.
- Under supervision as that term is defined in internship documents, e.g.,
  - By a fully certified, Ed.S.-level school psychologist with at least 3 years post-internship experience.
  - At least two hours per week of supervision.
- With approval and supervision by university faculty who serve as core trainers in the school psychology program.
- Concurrently with enrollment in the internship experience (i.e., initial enrollment in PY910 Internship in School Psychology I for two credit hours, and later enrollment in PY920 Internship in School Psychology II for two additional credit hours).
- After an orientation to the internship experience has been provided by the university supervisor.
  - While this usually occurs on site prior to or at the beginning of the internship semester, other arrangements for these communications may be made via phone or similar (e.g., Skype, Facetime) to allow internship to

begin in situations where, logistically, the university supervisor cannot make a site visit prior to the candidate's employment contract beginning. This particularly happens when an internship site is located just as the fall semester starts, at a time when the university supervisor is unavailable for a site visit, until a few weeks after the contract period begins.

Interns often have one field supervisor. An alternative is that they may have one primary supervisor, but work at different times under supervision of multiple supervisors. A rotation among supervisors serves at least two valuable functions: It allows interns to (1) work with specialized cases and techniques not available with one supervisor and/or in one setting, and (2) see how another field supervisor handles similar cases and problems. Sites are encouraged to provide the opportunity for the intern to receive supervision from more than one field-based supervisor in order to address these two functions. An example is that of an intern who primarily works at an elementary and middle school, therefore getting little practical experience in early childhood or secondary transition processes. Such an intern would commonly arrange to additionally work under supervision of a school psychologist who coordinates early childhood services, and to work under a secondary school psychologist who is heavily involved in transition assessment.

If more than one field supervisor is involved, one must be designated as the primary supervisor who is responsible for assuring that all responsibilities of field supervision, as detailed in this document, are met. For instance, with multiple field supervisors, one should be assigned clear and primary responsibility for evaluation, arranging supervision schedules, ensuring that necessary experiences are provided, and resolving any problems that arise. With more than one supervisor, lines of responsibility often become blurred. Assigning primary supervisors for the intern provides the continuity necessary for a good experience.

### Local Educational Agency Responsibilities

The local educational agency shall ensure that interns are provided experiences with pupils across a wide range of age and grade levels from preschool through high school, since role expectations and service delivery models vary with these factors. Lower grade levels emphasize prevention and initial evaluation, while the secondary level has already identified most pupils having difficulties. Prevention strategies may be emphasized at the elementary level, while follow-up, evaluation and transition assessment/planning tend to have more emphasis at the secondary level. The elementary level may focus on remediation of basic academic skills, while the high school might focus on transitional and other job related areas. Interns should receive experience resolving problems under these differing conditions, with students who demonstrate variety in their characteristics, including disability status or lack thereof. Interns should have opportunities to work with pupils having a wide range of educational, social, emotional, behavioral, academic, and mental health needs.

The local educational agency shall commit to providing a quality experience and direct supervision, and to balance service delivery with training. The site shall be able to provide the wide range of learning opportunities discussed above, and support field psychologists in the supervisory role. There shall be evidence such as time logs and signed annotated supervision logs to indicate that the internship occurs under conditions of appropriate supervision. Some other responsibilities include that:

- Primary responsibility for intern supervision usually rests with the local education agency, with local supervision provided by a fully certified school psychologist who is a full time employee of the educational agency; has been employed by the agency for a minimum of one school year; and who has at least 3 years of post-internship experience as a school psychologist. In some circumstances, (i.e., in particularly rural areas with cooperative/interlocal special education service structures) it is permissible for the supervisor to not meet the parameter of being an employee of the educational agency, so long as they can provide all other aspects of supervision.
- The local supervising school psychologist shall be allowed appropriate release time for two hours of field-based supervision per full time week, and should be responsible for no more than two interns total.
- The intern shall be allowed appropriate release time for supervision, both from field supervisors and university supervisors.
- A written contract shall be agreed to by both the local agency and the intern. The contract shall specify terms of compensation and contracted time periods, and shall not require the intern to remain in the employment of the agency following the internship.
- The site must provide appropriate support for the intern, equivalent to other employed school psychology staff within the agency, including a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services. Some specific examples include:
  - The provision of appropriate internship experiences often requires job-related travel. When such exists, the intern should be provided travel/mileage reimbursement consistent with policies of the local educational agency.
  - Privacy of office facilities as needed to practice within boundaries of best practice and ethical requirements must be available.
  - Access to secretarial assistance as comparable to that provided to other agency psychologists should be maintained.
  - Space for storage of files, professional library, storage of supplies and material and telephone services should be available, as well as access to office equipment such as computers and duplication devices consistent with the availability afforded regular staff members.
- Administration and/or field supervisors will provide formative and summative evaluation to the intern, utilizing local tools and review processes developed within the LEA as used with other school psychology or other first-year employees, as well as those internship materials provided during the site-orientation meeting which have formative and summative purposes.

- Administrative representatives and site supervisors explicitly recognize that while the internship may involve an employee/employer relationship, they commit to it serving also as a diversified training experience.
- Awareness of the need for continued professional development.
  - It is important that continued professional development be recognized as a significant aspect of the internship. The intern is expected to participate in scheduled appropriate university, regional and/or statewide training opportunities available for school psychologists, in addition to local inservice activities. The opportunity to participate in national level meetings is also encouraged. When reimbursement or other financial support is unavailable, release time for attendance at professional meetings should be provided. In instances where released time is judged to detract from the provision of the internship experience as planned, an agreement may be reached in which the intern serves additional time beyond the contractual schedule or calendar.
  - As discussed in the syllabus and related rubrics, continued professional develop also involves the intern providing training to others. The site should work collaboratively with the intern to assure they are given an appropriate opportunity to address this requirement with a suitable population.

### Field Supervisor Responsibilities

The field supervisor usually has primary responsibility for the intern and assumes responsibility for helping the LEA provide appropriate experiences for the intern. The field supervisor is responsible for:

- Scheduling meetings with interns at least once every two weeks, with once a week being more desirable. The field supervisor should provide, on average, at least two hours per week of supervision. Supervision will often be face-to-face but it is appropriate for some supervision to be done through other contemporary means including a) online review of special education process paperwork, b) contact via email, c) contact via phone, and d) Skype/Facetime and related technologies.
- Assuring that part of supervision is technical/logistical, part is content knowledge review and skill development, and part is conceptual.
- Mentoring interns with regard to professional organization/management as regards use of time, prioritization of assigned tasks, and management of caseload.
- Establishing procedures that recognize the importance of due process, respecting the rights and privileges of the parties involved. The assignment of academic credit to the experience necessitates that university personnel or specifically designated representatives have authority for the official specification of the grade. Significant input of local supervisory personnel to the internship must be indicated. Evaluation procedures should indicate a process, which allows for ongoing evaluation during the internship as opposed to any single

evaluation occurring at the end of the experience. Evaluation is the combined responsibility of all parties involved, including local supervisors, interns, and university faculty. Explicit details on many products used in evaluation are provided during the site visit and include syllabus, discussion of folio requirements, and rubrics used to determine quality of products.

- Assisting the intern in providing contemporary school psychological services in a responsible manner, adhering to accepted current legal, ethical, and professional standards of the profession. Supervisors should help keep these requirements in the forefront of decision-making and problem-solving, and present themselves as models worthy of emulation.
- Providing the intern with assistance as needed to document via their internship folio products that the internship is conducted in a manner consistent with standards established by the state education agency (KSDE) as well as by the Standards of the National Association of School Psychologists (NASP).
- Continuously evaluating and giving feedback to interns. ESU's School Psychology Program is competency based, with a list of the major competencies provided during the site visit in both paper and digital form. This can be used in checklist format to structure and evaluate the internship. Content knowledge and skills, social, dispositional and professional skills should be discussed during supervision and both formatively and summatively evaluated, and are included in those checklists.
  - A formal evaluation should be completed twice by the field supervisor, using the form provided by the university supervisor. The first evaluation is primarily formative, to give feedback so that any necessary corrective action may be taken. The supervisor and intern should complete the form independently then go over the completed form, noting major discrepancies and suggesting improvements. This helps clarify the supervisor's expectations in this crucial area for the intern and will help provide feedback that increases the likelihood of entry-level competence being demonstrated during summative evaluation completed toward the end of the experience.

### University Supervisor Responsibilities

A key responsibility of the university supervisor is to assure that all program completers have demonstrated through submitted products that they have entry-level content knowledge, skill competencies, dispositions and professional behavior expected of a first-year school psychologist. To meet this goal with any given candidate, the university supervisor will:

- Meet on site (or via other means as described above, e.g., Skype, when warranted) in order to clearly communicate to the LEA's administration, field supervisor, and intern the expectations and parameters of the internship experience. University supervisors will strive to meet personally and via follow up (e.g., email) contact with any field psychologist who has not supervised interns, to explain the university's procedures and requirements.

- Convey prior to the internship beginning the required parameters of internship, responsibilities of the LEA, field supervisor and university supervisor.
- Convey through details on parameters of internship products such as duties logs, supervision logs, case studies and more (detailed in the syllabus and provided rubrics) the intern's priorities and expectations, and work collaboratively with administration and field supervisors to integrate their own priorities and expectations into the experience.
- Inform field supervisors of methods suggested for scheduling, organizing, monitoring, and evaluating activities in the internship, including supervision itself.
- Convey to the field supervisor the means of communicating (e.g., phone calls, email) more candid and immediate feedback from the field supervisor than may be provided in the written evaluations submitted, in order to improve training and supervision of the intern as needed.
- Proactively attempt to resolve problems before they undermine the internship.
- Take follow up data from employers, administration, field supervisors and cooperating teachers at the end of internship and in subsequent (e.g., three year post internship) years in order as part of assessment of the quality of the training program.
- Meet in person with the intern at least once, mid-way through the field experience, for purpose of formative evaluation and to advise the candidate on completion of their internship products.
- Supervise no more than 10 interns during any given semester.
- Will be actively involved in applied professional activities relevant to the practice of school psychology.

### Intern Responsibilities

Interns assume an active role in the collaborative planning of their internship. They assume the responsibility of carrying out the specified activities in a professional and competent manner. Intern responsibilities are extensive and well detailed, discussed in the PY910/PY920 syllabus shared during the meeting at which this document is presented, and in the appendices (also shared during that meeting) which make up the internship orientation. In sum, they detail that the intern:

- Will demonstrate the content knowledge and skill competencies, indexed to KSDE and NASP standards, in their internship folio and other products to the entry-level competence expected of first year school psychologists.
- Will demonstrate the dispositional and professional characteristics, indexed to KSDE and NASP standards, to the entry-level competence expected of first year school psychologists.
- Will communicate with LEA administrators, field supervisors, and university supervisors as needed to assure that the structure of their field experience allows them the opportunity to demonstrate all expected competencies.
- Will meet any other professional expectations conveyed by the LEA in context of the employee/employer relationship.

- Recognize that the first-year of initial licensure is, first and foremost, a capstone training experience. This means that in all aspects they recognize the need to solicit feedback from others, actively engage in the supervision experience, work diligently to document their professional practices, and recognize that they are not only an employee but that they are also an intern (e.g., by signing all paperwork as “school psychologist intern”).
- During the internship the intern identifies him/herself as a “School Psychologist Intern” in person and in reports, and all written products completed as part of the internship MUST be signed by the field supervisor.

#### Additional Responsibilities of All Parties to this Supervised Experience

The LEA, its administration/designee, the field supervisor, intern, and university supervisor will work collaboratively to assure that experiences are provided in the following areas:

- Knowledge of public school organization and operation
- Familiarization with the role and function of the school psychologist in context of that site
- Effective utilization of community resources
- A commitment to awareness and understanding of human and cultural diversity
- Development of communication and consultative skills and the ability to engage in teamwork efforts
- Development of skills in assessment, evaluation, and behavioral analysis
- Development of skills strategies for preventive activities, remediation and intervention that address the needs of all children
- Development of skills in research and evaluation
- Development of self-reflection and constructive self-criticism and insight.
- Promotion of safe and healthy school climates, including advocacy for population-based mental health services.
- Professional growth through continued in-service training, observation, and study.
- Development of an awareness and practice of ethical considerations, procedural requirements, and legal aspects in school psychology.

How each of these shall be met will be at the discretion of those involved in the collaborative planning throughout the field experience.

## Appendix R

### Typical Plan of Study:

#### Fall - First Year

• ER 752 Analysis of Research	3
• PY 835 Seminar in School Psychology	3
• PY 714 Assessing Young Children with Special Needs	3
• SD 700 Characteristics Mild/Moderate Disability	3
• PY703 Counseling in School Psychology	3
<b>Total</b>	<b>15</b>

#### Spring - First Year

• PY 722 Theories of Learning (or EA773 Advanced Ed Psych)	3
• PY 841 Assessment of Intelligence	3
• ER 752 Analysis of Research or ER851 Research Design (thesis track)	3
• PY 812 Foundations of Assessment in Sped / Student Support	3
<b>Total</b>	<b>12</b>

#### Summer - First Year

• PY 703 Multiculturalism in School Psychology	2
• PY 836 School-Based Prevention and Intervention	3
• PY 801 School Psychological Consultation	3
• PY 860 Leading Processes to Meet Diverse Student Needs	3
<b>Total</b>	<b>11</b>

#### Fall - Second Year

• PY 811 Advanced Human Growth and Development	3
• PY 843 PsychoEducational Assessment	3
• SD 850 Characteristics of Individuals with Gifts & Talents	3
• Educational Administration elective (i.e., EA 830 School Leadership Theory, EA 849 Educational Law and Regular, EA 888 School Systems Management)	3
<b>Total</b>	<b>12</b>

*You're eligible to have your M.S. in School Psychology awarded at the end of this fall semester, meaning you can "walk" in the fall commencement ceremony if you wish. This assumes you*

*have filed your intent to graduate in a timely manner, have a degree plan on file with your advisor, and passed comprehensive examinations.*

**Spring - Second Year**

• PY 838 Supervised Practice in School Psychology	6
• ER 857 Statistical Methods for Education & Psychology II or PY 520 Statistics I	3
• PY844 Ed.S. Project (or earlier PY 900 thesis enrollment for thesis track)	3
<b>Total</b>	<b>12</b>

**Summer - Second Year**

• PY 820 Response to Intervention in School Psychology	3
• Elective (From approved list)	3
<b>Total</b>	<b>6</b>

*You're eligible to have your Ed.S. in School Psychology awarded at the end of this summer semester, meaning you can "walk" in the spring commencement ceremony if you wish. This assumes you have filed your intent to graduate in a timely manner, have a degree plan on file with your advisor, and have completed thesis or project research requirements.*

**Fall - Third Year**

• PY 910 Internship in School Psychology I	2
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**Spring - Third Year**

• PY 920 Internship in Psychology II	2
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**Program Total 69**

## Appendix S

# Emporia State University

## School Psychology Program Internship Agreement and Verification Form

The purpose of this agreement is to assure that the field supervisor meets KSDE and NASP requirements to supervise (Ed.S or equivalent, i.e., CAGS, licensed in the state of Kansas, and three years of experience in schools as a practicing school psychologist, post internship) and to insure that the LEA, intern, university and field supervisor have discussed and agree to the requirements that NASP places on internship candidates and field supervisors.

Intern Candidate: \_\_\_\_\_

Internship Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Field Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

LEA: \_\_\_\_\_

LEA Address (if different from above): \_\_\_\_\_

LEA Phone # \_\_\_\_\_

Field Supervisor: Highest Degree Held in School Psychology: \_\_\_\_\_

Field Supervisor: Years of Experience as a School Psychologist in a school setting: \_\_\_\_\_

Specifically, I agree to the following:

- The intern, field supervisor, university supervisor and an (LEA administrator or their designee) have met to discuss the parameters of internship.
- A print and digital copy of the document titled “Emporia State University School Psychology Program Internship Parameters” was made available to all present.
- The parameters described in the aforementioned document, which describe KSDE, NASP and ESU School Psychology Program parameters on internship were discussed and are agreed to, a summary of which is that:
  - All parties will strive to assure that the field experience adheres to those parameters, allowing the intern to be responsible for the full range of pupil services, functioning within a team framework to provide services for children with and without special needs
  - Though most services will be provided to their buildings as assigned as an employee, the internship experience will allow the intern to work in early childhood, elementary, and secondary contexts as needed to meet those requirements.

- The Intern will balance involvement in direct and indirect school psychological services, including assessment, consultation, intervention, mental health services delivery, MTSS, etc...).
- The field supervisor should provide at least two hours per week of supervision (1 hour conceptual and 1 administrative). The nature of contemporary supervision allows for some of this to be face-to-face, some through email, phone, etc...
- If any of the Intern's work responsibilities or circumstances change, the university supervisor will be contacted immediately.
- If more than one person will serve as internship supervisor, ONE individual will be assigned primary responsibility for supervision duties, coordination, evaluation, etc...
- Evaluation procedures should reflect a formative as well as summative process, which allows for ongoing evaluation during the internship for purpose of providing constructive and corrective feedback as opposed to any single evaluation occurring at the end of the experience.
- There will be timely completion of university-required assessment instruments, e.g., the field supervisor ratings form, and the university supervisor will provide timely feedback to all concerned about product status.
- The school psychology supervisor shall co-sign all documents signed by the intern candidate.
- The candidate must identify themselves as a "School Psychologist Intern" in title, in person and in all written products completed as part of the internship experience, e.g., sign using the title "School Psychologist Intern" on all documents.

I hereby agree to the above terms and verify that all information provided is truthful.

Signature: \_\_\_\_\_ Role: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Role: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Role: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Role: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Role: \_\_\_\_\_ Date \_\_\_\_\_