Examples of How Advanced Candidates are Systematically Assessed on Dispositions by Program

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Candidate Completes Disposition Form
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(Department reserves the right to require additional courses, re-taking of courses, or additional Practicum activities if needed.)
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**Admission to Program of Study (Decision Point #1)**
Utilize Last 60 Undergraduate Hours or Last 30 Graduate Hours GPA, MAT or GRE Score, Graded Departmental Application (Rubric Scored), and Recommendation Forms to Determine Eligibility on Admittance Form
Candidate Completes Disposition Form
Submission of Recommendation Form Aligned to Dispositions (2)

**Admission to Field Experience Activity (Decision Point #2)**
Advisor Assesses and Clears Candidate for Enrollment in Practicum
Candidate Cleared/Approved for Practicum and Practicum Instructor Finalizes Practicum Activity Requirements
Candidate Signs Up For and Completes Comprehensive Exam (Rubric Scored) During Final Semester/Year
Candidate Completes Exit Survey on Program Goals

**Completion of Field Experience Activity (Decision Point #3)**
Rubric Utilized to Score Field Experience by District and ESU Supervisors
Final Candidate Disposition Survey is Completed by District and ESU Supervisors

**Program Completion (Decision Point #4)**
Final Assessment of Practicum Experience, Disposition Assessment, Comprehensive Exam, and Rubric Data to Assess Portfolios are Utilized to Recommend for State Licensure
Review of Conditional Licensure Requirements by Department/ESU Certification Officer
Data Utilized by Focus Review Group/Faculty to Assess EA Program

(UNCT reserves the right to require additional courses, re-taking of courses, or additional Practicum activities if needed.)
School Leadership and Middle and Secondary Teacher Education
Curriculum and Instruction Master of Science Decision Points

Admission to Program of Study (Decision Point 1)
Utilize Last 60 Undergraduate Hours or Last 30 Graduate Hours GPA, MAT or GRE Score, Graded Departmental Application (Rubric Scored), and recommendation Forms to Determine Eligibility on Admittance Form
Candidate Completes Disposition Form
Submission of Recommendation Form Aligned to Dispositions (2)

Admission to Action Research/Practicum (Decision Point #2)
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Admission to Field Experience Activity (Decision Point #2)
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- Candidate Cleared/Approved for Practicum and Practicum Instructor Finalizes Practicum Activity Requirements
- Candidate Signs Up For and Completes Comprehensive Exam (Rubric Scored) During Final Semester/Year
- Candidate Completes Exit Survey on Program Goals

Completion of Field Experience Activity (Decision Point #3)
- Rubric Utilized to Score Field Experience by School District and ESU Supervisors
- Final Candidate Disposition Survey is Completed by School District and ESU Supervisors

Program Completion (Decision Point #4)
- Final Assessment of Practicum Experience, Disposition Assessment, Comprehensive Exam, and Rubric Data to Assess Portfolios are Utilized to Recommend for State Licensure
- Review of Conditional Licensure Requirements by Department/ESU Certification Officer
- Data Utilized by Focus Review Group/Faculty to Assess EA District Program

(Department reserves the right to require additional courses, re-taking of courses, or additional Practicum activities if needed.)
# IDT Admission/Decision Points

**Assessment of Candidate Performance Table**

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<th>IDT Sequence of Advanced Candidate Decisions</th>
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<td>Admission to Advanced Study</td>
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**Decision Point 1 – Admission to Program of Study**

- GPA of 2.75 or more based on the 4-point scale in the last 60 semester hours of undergraduate study
- Resume (2 or more pages)
- Two current recommendations via forms or letters
- Access to the Internet and possess a multimedia capable computer

**Writing Competency** - A 500 to 700 word formal paper describing your experiences and career goals involving instructional design and technology and your interest in completing an online degree.

**Decision Point 2 – Admission to Field Experience Activity:**

- Internship, practicum, action research or other approved PK-12 school-related activity

**IDT Decision Point 2 – Completion of Required Majority of Courses and Admission to IDT Master’s Project**

**Decision Point 3 – Completion of Field Experience Activity:**

- Internship, practicum, action research or other approved PK-12 school-related activity

**IDT Decision Point 3 – Completion of IDT Master’s Project**

- IT899 Online Components

**Decision Point 4 – Program Completion**

**IDT Decision Point 4 – Final Presentation/Paper**

**Decision Point 5 – Focus Group of Graduates and Employers**

**IDT Decision Point 5 – Survey of Graduates and Employers conducted every 3 years.**
Performance Assessment of Advanced Candidates
in the Master of Arts in Teaching Social Sciences Program

4.1 Admission to Advanced Study
The first step of the assessment of advanced candidates is at the time of admissions to advance study at the University. At this point of entry into advanced study, the following are required:

- Completion of a Bachelor’s Degree from an accredited college or university with an overall GPA of not less than 2.5 in last 60 hours.
- Grade point average of not less than 3.0 in social science courses which apply to social science teaching fields (GPA less than 3.0 may result in probationary admission to MAT program).
- Secondary license to teach in the Social Sciences (6-12 or 5-8 license) or have completed all the requirements for post-baccalaureate in the Social Sciences).
- Submission of these items to the Graduate Office:
  - Graduate application
  - Official transcripts from all colleges/universities attended
- Submission of these items to the Social Sciences Department:
  - A one-two page statement of purpose that explains why applicant wants to pursue an MAT and how the MAT can develop the applicant’s skills as a Critical Thinker, Creative Planner, and Effective Practitioner.
  - Two letters of recommendation from college instructors or employers
  - A sample daily lesson plan that is tied to state standards and includes behavioral objectives, materials needed to teach the lesson, an introductory activity, detailed procedures that explain learning activities, and a description of how the objectives will be assessed. A rationale for objectives, activities, and assessment must also be included.

Once all of the materials have been received and reviewed by the MAT program coordinator, candidates may be admitted to Advanced Study according to the following status:

- Accepted: no restrictions.
- Accepted Conditionally: used for graduating seniors who must obtain a Bachelor’s degree and licensure before admission and/or used for students in process of completing post-baccalaureate licensure. Their final GPA must be evaluated, and if necessary, they will be admitted on probationary basis.
- Accepted with Probationary Requirements: Candidates must achieve a 3.0 GPA in their first 6 to 9 hours of study, the number to be determined by MAT director.

4.2 Admission to Program of Study, NCATE Decision Point 1
After Candidates have completed a minimum of 6 hours of graduate study, the MAT Coordinator will determine if they are making satisfactory progress so that conditional or probationary status (if any) can be repealed and MAT candidacy granted or denied.

Satisfactory progress entails a minimum GPA of 3.0. Candidates who are not making satisfactory progress will be informed by the MAT Coordinator in writing that they must achieve
a minimum GPA of 3.0 in coursework taken over the next semester or they will be denied candidacy and asked to terminate their graduate study.

If degree candidacy can be granted, the MAT Coordinator and the Candidate will complete a degree plan, which the MAT Coordinator will file with the Graduate Office.

4.3. Internship, Practicum, or Other Practical Application, NCATE Decision Point 2
After being admitted to candidacy and filing a degree plan, the Candidate will select members of his/her Advisory Committee and begin writing a Project Proposal for the Master of Arts in Teaching project.

The following steps will be followed:

♦ The Candidate will select two of the three members of the Advisory Committee. The MAT Coordinator will serve as the Chair for all MAT Candidates; however, Candidates may select the other two members of the committee. The members of the committee must represent the Candidate’s area(s) of concentration.

♦ The Candidate will choose a topic and prepare a project proposal that must be approved by the Advisory Committee. The proposed research project must allow the Candidate to combine content and pedagogy into a product that can be used in an educational setting.

♦ Once the Candidate has produced a satisfactory version of the project proposal that is approved by the Advisory Committee, the MAT Coordinator will establish a timeline for its completion, defense, and final revision.

4.4 Completion of Internship, Practicum, or Other Practical Application, NCATE Decision Point 3
Candidates must pass an oral defense on his/her Master of Arts in Teaching research project. At the time of the oral defense, Advisory Committee members will vote as a group whether or not to accept the MAT project pending recommended revisions. At least two of the three committee members must vote that the project was satisfactory. The MAT Coordinator will be responsible for submitting the committee’s final evaluation to the Chair of the Social Sciences. With his approval, the Candidate may then be assessed for program completion.

4.5 Program Completion
Before the Candidate can be recommended for the MAT degree, the following graduation requirements must be met:

- All graduate courses used to meet the requirements for the MAT in Social Sciences must result in a B- grade or higher or a P.

- Successful oral defense of the MAT project. A rubric is used to evaluate the project and its oral defense.

- Candidates must compile a portfolio that includes:
- At least six papers and/or projects: four from their area(s) of concentration, one from Seminar in Teaching Social Sciences course, and one from a Teachers College course.
- A self-reflective letter that demonstrates an understanding of the integration of the social sciences and describes how the Candidate has met the goals of the program, i.e. how the Candidate has improved his or her skills as a Critical Thinker, Creative Planner, and Effective Practitioner.

This portfolio is submitted during the tenth week of the last semester of study. If the last semester of the study occurs in the summer semester, the MAT Coordinator will decide upon a due date for the portfolio. A rubric will be used to evaluate the contents of the portfolio.
School Psychology Decision Points

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.

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<td>4. Admission to Practicum</td>
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<td>5. Completion of Practicum and Ed.S. degree</td>
<td>3. Data taken during practicum experience and used to determine completion of practicum, Ed.S. degree, and admission to internship.</td>
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<td></td>
<td>6. Admission to Internship</td>
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<tr>
<td>5. Program Completion</td>
<td>7. Program Completion</td>
<td>4. Data taken during practicum experience, used to determine admission to internship, data taken during</td>
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</table>
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/appinstr.htm](http://www.emporia.edu/grad/appinstr.htm).
- 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 background courses in undergraduate psychology (not including introductory psychology), or the content of those courses completed via course equivalents as determined by core program faculty. This must include work in statistics, descriptive and/or experimental methods, developmental, history/foundations, personality theory, and learning theory (or a cognitive or educational psychology equivalent to a learning theory course). Abnormal psychology and psychological testing courses are suggested as part of this background, but are not required. In addition, a 3 semester hour Survey of Exceptionality (sometimes called Introduction to Special Education) course is needed. It is not uncommon that some prerequisite coursework is missing for applicants; certain aspects may be met concurrently with School Psychology Program studies.
- Documented supervised work experience in working with, supervising, and/or caring for children and youth in a supervised setting is a required part of the application process for all licensure programs approved in the state of Kansas. Required documentation forms with instructions are available in Appendix A or can be downloaded at [http://www.emporia.edu/~persingj/SPYsupervisedworkexp.docx](http://www.emporia.edu/~persingj/SPYsupervisedworkexp.docx)
- Submission of scores that are, in the least, within the average range relative to applicants to psychology graduate programs (cf. [http://www.ets.org/s/gre/pdf/gre_guide.pdf](http://www.ets.org/s/gre/pdf/gre_guide.pdf)) on either the Graduate Record Examination or Miller Analogies Test. Applicants with an M.S. in school
psychology or a related field such as clinical psychology or special education may meet this requirement if they show exceptional performance in their M.S. course work.

- Three letters of recommendation (form in Appendix B and also available at [http://www.emporia.edu/~persing/SPYlettersofrecd.doc](http://www.emporia.edu/~persing/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 you believe 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.

- Completion of an admissions interview, which may be done via phone, 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 1st** to assure that a program of study may begin during the fall semester, and **October 1st** 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.

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

Additionally, it is traditional that applicants would also include a statement of purpose or letter of intent with their materials. Its purpose is to introduce themselves to the committee. What do they want to study? Why do they want to study it? What experience or background do they have relevant to this area? What do they plan to do with their degree once you have it? It should also explain anything in the application materials that they believe should be elaborated upon, make clear that they understand and care about the profession of school psychology, and should demonstrate that they have the academic background, maturity, and diligence to succeed in the program. Some helpful suggestions as to what such a letter might contain can be seen at [http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf](http://www.unm.edu/~olit/pdf/letterOfIntentGuidelines.pdf). Applications are accepted without a letter of intent, but providing one helps the admission committee understand the context of your application and can facilitate admissions decisions.

Materials may be submitted, and/or admissions questions directed to:

**Attn: School Psychology Admissions Committee**
**Office of Graduate Studies**
**1200 Commercial St.**
**Emporia, Kansas 66801**
**Voice: (620) 341-5403**
**Fax: (620) 341-5909**
Questions about the program should be sent to the director at ipersing@emporia.edu or phone (620) 341-5428. Most questions will probably be addressed in the latest program information, including a downloadable program handbook, at the program website available hosted at http://www.emporia.edu/.

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/~persingj/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, or have substantively equivalent coursework prior to admittance into the Ed.S. program. 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.

For candidates who do not have an M.S. in school psychology at ESU, but wish to be directly admitted to the Ed.S degree program: 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 directly into the 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., NCATE 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.

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), scores of the Miller Analogy Test (MAT) or the Graduate Record Examination (GRE) where 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.
• 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, NCATE, 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, available at http://www.emporia.edu/stuaff/hdacadappeals.htm and also 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. 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).

- 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 1st (for practica beginning in spring) or April 1st (for practica beginning in fall).
- 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.

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 transfer candidates who did not complete an M.S. in school psychology at ESU, completion of any M.S. courses which you have not 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 student 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 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 Professional Education Services, 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 student must be enrolled during the semester that he or she graduates.

In addition to all Ed.S. requirements needing to be met, in order to complete practicum and Ed.S. degree, all M.S. degree requirements previously discussed must also be met. That is, 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 equivalent M.S. coursework completed at another university or in another program at ESU, transfer credit, and/or probationary coursework detailed by the academic advisor upon candidate acceptance to the Ed.S. program.

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 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 for PY838: Practicum in School Psychology or in the handbook chapter on field experiences in a later chapter.

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 student interns. 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 (Appendix Q). At the end of each semester the field supervisor will complete a written evaluation of the student'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.
- 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, 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 to internship parameters 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 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 include early childhood, elementary, and secondary level experiences.
- 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 candidate’s internship is considered complete. Upon completion of the internship, the candidate’s official transcript will then read “Completed a NASP Approved School Psychology Certification Program.”

With program completion, the student may be recommended for full initial licensure as a school psychologist in Kansas. Additionally, with this and achievement of a passing score on the Praxis II National School Psychology Examination, 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/licensure/becoming_NCSP.html](http://www.nasponline.org/licensure/becoming_NCSP.html).