

University of Kansas

Graduate Study in School Psychology

2009-10

Doctoral Degree (Ph.D.)

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

Educational Specialist Degree (Ed.S.)

Approved by the National Association of School Psychologists
(NASP)/NCATE
and The Kansas State Department of Education

Program Website: <http://soe.ku.edu/psy/>

Admissions Secretary
Dept. of Psychology and Research in Education
621 JRP
1122 West Campus Rd.
University of Kansas
Lawrence, KS 66045
Phone: (785) 864-9645 or (785) 864-3931
Fax: (785) 864-3820
Email: preadmit@ku.edu

Contact Information for the American Psychological Association

Office of Program Consultation and Accreditation

American Psychological Association

750 First Street, NE

Washington, DC 20002

Website: <http://www.apa.org/ed/accreditation>

Office Phone: (202) 336-5979; Office Fax: (202) 336-5978

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The University of Kansas

DEPARTMENT OF PSYCHOLOGY & RESEARCH IN EDUCATION

TO: Prospective School Psychology Students

RE: School Psychology Applications

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

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

The KU Graduate School and PRE Department applications and recommendation forms can be found on the Graduate School and PRE Department websites, respectively. Please follow the links beginning with the PRE Admissions Information webpage at <http://soe.ku.edu/pre-admissions-information/>. The University of Kansas Graduate School application and application fee should be sent to the KU Graduate School. Please have all other application materials sent directly to the Admissions Secretary at the address listed in the materials. This will expedite your application process and reduce the chance of materials becoming lost.

Financial aid is available for students in the form of graduate teaching and research assistantships. Graduate Teaching Assistantship decisions are usually made in the spring semester for the following academic year. The awarding of Research Assistantships occurs as research grants are awarded.

If you have questions or desire additional information, please feel free to contact me by email at tlowe@ku.edu or by phone at (785) 864-9710. The University of Kansas School Psychology program is a cutting-edge program, with a strong and enthusiastic community of student scholars. We hope you will review our program materials and apply to our program.

Best wishes in all your future endeavors.

Patricia A. Lowe, Ph.D.

tlowe@ku.edu

Director of Training

School Psychology Program

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

Introduction and Philosophy

The School Psychology Program is a unique professional program within the School of Education, administered through the Department of Psychology and Research in Education. The School Psychology Program Committee representatives from the Department of Psychology and Research in Education, and educational specialist (Ed.S.) and doctoral student representatives coordinate the program. The program offers both the Ed.S. and Doctor of Philosophy (Ph.D.) degrees. The Ph.D. program is accredited by the American Psychological Association (APA). Both the Ph.D. and Ed.S. programs are approved by the National Association of School Psychologists (NASP), the National Council for the Accreditation of Teacher Education (NCATE), and the Kansas State Department of Education (KSDE). The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology and the fostering of a multicultural environment in which the dignity and rights of the individual are respected. The program's education and training model and its curriculum plan are consistent with this philosophy. The educational philosophy and training approach is the preparation of the student as a psychoeducational consultant who, at the doctoral level, can function either as a field-based practitioner or as a university-based trainer of school psychologists. The psychoeducational consultant assumes that behavior is a function of the individual and the environment $B=f\{I \times E\}$. Once admitted, the student will pursue one of the following programs with the assistance of an advisor:

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

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

- **APA** <http://www.apa.org>
- **KSDE** <http://www.ksde.org>
- **NASP** <http://www.nasponline.org>
- **NCATE** <http://www.ncate.org>

Application Materials and Procedures

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

All applicants must complete the KU Graduate School application and the Department of Psychology and Research in Education (PRE) application. The KU Graduate School Application is the first and most important document to complete in order to begin the application process. Applicants are encouraged to complete this form online at <http://www.graduate.ku.edu/apply/>. While it is recommended that applicants submit the application online, applications may be submitted in hard copy to:

**University of Kansas
Graduate School, Graduate Applications
(School of Ed/PRE)
1450 Jayhawk Blvd., Room 313 Strong
Lawrence, Kansas 66045-7535**

Applications submitted in this fashion will be recorded and sent to the PRE Department. There is an application fee for domestic online and domestic paper applications. The fees for international applications are somewhat higher (see <https://www.applyweb.com/apply/ukansg/majors/ukgipred.html> for more details). The following materials must be postmarked by the December 15th deadline and mailed to the PRE Department (see address on the cover of this handbook).

- The PRE Department Application is located online at <http://soe.ku.edu/uploads/pre/GeneralApplicationPacketforPRE.doc>
- One official transcript from each college where previous coursework was completed. (The student should have achieved at least an overall 3.0 undergraduate grade point average and at least an overall 3.5 graduate grade point average [if applicable] in prior coursework).
- Graduate Record Examination Scores: General Scores – Verbal, Quantitative, and Analytical Writing (scores of at least 500 in each of the Verbal and Quantitative sections are desirable). The GREs must have been completed within the last five years. Further information is available at <http://www.gre.org>. Institution code is R6871 and School Psychology code is 3406.
- A letter of intent by the student outlining his/her background and professional objectives. A vita or resume should be sent along with the letter of intent.
- Three letters of recommendation forms from individuals in a position to evaluate the applicant's prospects for completing the program.

The *General Information Packet for PRE* provides application information, admissions information, admissions time frames, contact information, overview of the application process, requirements for the completion of an application, and additional requirements for an international application. The *General Information Packet for PRE* can be found at <http://soe.ku.edu/pre-admissions-information/>.

Admission to the School Psychology Program

The School Psychology Program Committee considers a broad range of academic, personal, and experiential factors in making its decision on admission. Failure to meet the program's GPA and GRE scores does not necessarily deny a student acceptance into the program.

Applications will be reviewed in January for a summer or fall enrollment. Complete credentials should be on file by December 15, in order for the student to be considered for admission. Be aware that selected doctoral applicants will be interviewed by at least two faculty members of the School Psychology Program Committee. These interviews may be done in person or by telephone. Doctoral applicants who indicate their intention to engage in full-time study during the interview will be considered for admissions to the doctoral program. Doctoral and educational specialist applicants will be notified of their admission status by February 1st. Students who have been accepted will need to confirm their intention to attend the University of Kansas by April 15th. Applicants who have been accepted but choose not to enroll for the summer or fall semester will need to reapply should they wish admission for a subsequent enrollment period.

Stages of the Review Process

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

Advisement of Students

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

Continuation and Progress in the School Psychology Program

The professional practice of psychology in all settings requires a high standard of ethical conduct. It is expected that students will behave in an ethically and professionally appropriate fashion and not exhibit behavior that is considered to be detrimental to themselves, fellow students, clients, or others with whom they have contact. Students should refer to the Student Rights and Responsibilities Code <http://www.vpss.ku.edu/rights.shtml> and the KU Student Handbook <http://www.studenthandbook.ku.edu/> for policies governing faculty and student behavior. Professionally, all school psychology students should know and adhere to professional codes of ethics promulgated by the National Association of School Psychologists (NASP, 2000) <http://www.nasponline.org/standards/ProfessionalCond.pdf> and the American Psychological Association (APA, 2002) <http://www.apa.org/ethics/code2002.pdf>. Finally, the School Psychology Program has developed policies and procedures for handling ethical breaches and other student conduct and behavior problems in a document entitled the School Psychology Program Dismissal Policy. This policy is attached to this document and can be seen in **Appendix A**. Grievance procedures are found in **Appendix B**.

The Graduate School requires an overall GPA of 3.0 for the student to maintain graduate status. However, the School Psychology Program requires the attainment of at least a grade of B in each of the specific courses, practica, and field experiences listed below.

PRE 690: Introduction to School Psychology
PRE 770: Developmental Psychopathology: Diagnosis, Intervention, and Prevention
PRE 798: Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
PRE 798: Special Course: Consultation Systems and Program Evaluation
PRE 805: Individual Intelligence Testing
PRE 835: Clinical Techniques in Academic Assessment & Intervention

PRE 855: Psychoeducational Clinic I: Assessment, Consultation, and Intervention
PRE 860: Assessment of Behavior Problems & Personality
PRE 865: Psychoeducational Clinic II: Assessment, Consultation, and Intervention
PRE 910: Practicum in School Psychology
PRE 911: Advanced Practicum in School Psychology
PRE 930: Ethics and Current Issues in School Psychology¹
PRE 947: Specialist Research
PRE 960: Assessment of Infants, Toddlers, and Young Children
PRE 965: Foundations of Psychoeducational Consultation
PRE 975: Therapeutic Intervention: Home and School
PRE 991: Ed.S. Internship in School Psychology
PRE 992: Ph.D. Internship in School Psychology

¹Note. Beginning 2009, Ethics and Current Issues in School Psychology content will be covered in PRE 690 Introduction to School Psychology

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

- Admission to PRE 910: Practicum in School Psychology requires that the student achieve at least a 'B' grade in each of the following courses:
PRE 690: Introduction to School Psychology
PRE 770: Developmental Psychopathology: Diagnosis, Intervention, and Prevention
PRE 798: Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
PRE 805: Individual Intelligence Testing
PRE 835: Clinical Techniques in Academic Assessment and Intervention
PRE 860: Assessment of Behavior Problems and Personality
PRE 930: Ethics and Current Issues in School Psychology¹
PRE 965: Foundations of Psychoeducational Consultation

¹Note. Beginning 2009, Ethics and Current Issues in School Psychology content will be covered in PRE 690 Introduction to School Psychology

- Admission to PRE 991: Ed.S. Internship in School Psychology and PRE 992: Ph.D. Internship in School Psychology requires that the student achieves at least a 'B' grade in each of the following courses:
PRE 798: Special Course: Consultation Systems and Program Evaluation
PRE 855: Psychoeducational Clinic I: Assessment, Consultation, & Intervention
PRE 865: Psychoeducational Clinic II: Assessment, Consultation, & Intervention
PRE 910: Practicum in School Psychology
PRE 911: Advanced Practicum in School Psychology
PRE 975: Therapeutic Intervention: Home and School

Annual Review of Progress

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

Transfer of Credit

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

Course Waivers

Requests for waiver of a required course based on a previously completed course are evaluated by the program faculty. Documentation such as previous course syllabi, readings, text used, etc. may be provided as supporting materials for a waiver. All course waivers must be approved by the program faculty and should be processed within the student's first year in the program.

Field Placements

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

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

The Department of Psychology and Research in Education (PRE) is very fortunate to have the Center for Psychoeducational Services (CPS), <http://soe.ku.edu/research-services/cps/>, housed in the School of Education building. The three main components of the CPS mission are the

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

Some frequently used area field placements for specialized experiences, practica and internships include Lawrence Public Schools, Kansas City Public Schools, Olathe Public Schools, Topeka Public Schools, Northeast Kansas Special Education Cooperative (see Kansas Education Directory at <http://www.ksde.org/Default.aspx?tabid=2070>), and the Kansas University Medical Center - Center for Child Health and Development (<http://www.kumc.edu>). Our students have also participated in APA-accredited internships in other geographic areas.

Financial Support

Departmental financial support for students is provided in the form of graduate teaching and research assistantships. The numbers of these assistantships vary from year to year and depend upon instructional needs and funding. Information on departmentally offered teaching and research assistantships is available to current and prospective students. Contact the departmental office for information on making an application and for current information on remuneration and tuition remission for teaching and research assistants. Information on graduate teaching assistantships is also available at <http://soe.ku.edu/pre-admissions-information/>. Application for graduate teaching assistantships can also be found at this site.

The University of Kansas as a major research institution makes regular research assistantships available in various departments. Our students are regularly involved in funded research with faculty and research scientists from Juniper Gardens Children's Project (<http://www.jgcp.ku.edu/>), the Center for Research on Learning (<http://www.ku-crl.org/>), the Beach Center on Families and Disability (<http://www.beachcenter.org/>), as well as many other child related research centers. In addition, some of our students are regularly involved in funded research with the School Program Evaluation and Research (SPEaR) team. Contact the departmental office for information on various research assistantships. For information on other types of financial aid, please contact the KU Financial Aid Office at (785) 864-4700 or <http://www.financialaid.ku.edu>.

Student Input and Program Evaluation

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

GASP:

- Meets periodically to discuss aspects of and experiences gained during the program.
- Provides peer contact to incoming students and participates in the Student Buddy System Program.
- Disseminates current information that affects students.
- Invites guests and practitioners in the field to discuss issues related to school psychology.
- Sends an elected Ed.S. and Ph.D. student representative to attend SPSY Program Committee meetings and one student representative to attend departmental meetings.
- Provides a social atmosphere through annual picnics, a holiday party in December, and numerous other social functions.

Incoming students are encouraged to contact GASP officers to answer any questions that may arise. To view the GASP website click on <http://groups.ku.edu/~gasp/>. Students may comment on the program annually on a special survey form. These surveys allow students to comment on the strengths of the program as well as improvements that could be made. These data are used for program evaluation along with self-study materials used for preparation for regular visits from the American Psychological Association and folio preparation for approval from NASP and NCATE.

Joseph R. Pearson Hall

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

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

Progress Toward Degree Forms

At certain points in the student's training, a Progress Toward Degree Form will be completed by the student's advisor. Then it must be filed with the Graduate School.

The Progress Toward Degree Form must be filed for:

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

The Ed.S. Program

The Ed.S. program in school psychology endorses the training model of a psychoeducational consultant. A psychoeducational consultant has multifaceted skills drawn from psychology and education and has as a main function the assistance of children toward greater realization of their potential. Indeed, the single most important yardstick of this person's effectiveness is whether his/her presence has made a positive difference in the lives of children. The psychoeducational consultant recognizes the tremendous influence that the teacher, the classroom milieu, and the educational philosophy of the school have on children. Therefore, the psychoeducational consultant is vitally concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational thought within that school system. The Ed.S. program's goals (i.e. Goals II and III) and objectives (i.e. Objectives 2-6) can be found on pages 15-16 of the Program Handbook. Ed.S. competencies or standards are listed below and they have been renumbered (2a-6c) in our scientist-practitioner model to match their respective objectives in the model. The goals, objectives, and competencies are articulated on pages 15-18 of the Program Handbook and displayed as a figure (Figure 1) on page 40 of the Program Handbook.

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

competencies are stated below as standards, and can also be found online at http://www.nasponline.org/certification/index_standards.aspx.

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum

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

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

The Ed.S. Comprehensive Examination

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

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

Education Specialist students will take the School Psychology Praxis Assessments during the month of March of their second year of studies. Students are responsible for providing a complete copy of their scores report to the Director of Training for the School Psychology Program. The program and the State of Kansas require a passing score of 157. Students not attaining a passing score during the March administration must retake the exam during the June administration of the exam. Students not passing during the March administration must work closely with their advisor to prepare for the June administration of the exam. Students not passing their second attempt at the exam in June will not be recommended for initial two-year license. Doctoral students are recommended to take this examination during their third year of graduate studies.

The School Psychologist examination has a test code of 0401 and consists of six major sections. The overall minimum scoring requirement for licensure in the State of Kansas is 157 with the new updated Praxis II exam.

School Psychologist: Test Code of 0401

- I. Data-Based Decision Making
- II. Research-Based Academic Practices
- III. Research-Based Behavioral and Mental Health Practices
- IV. Consultation and Collaboration
- V. Applied Psychological Foundations
- VI. Ethical, Legal, and Professional Foundations

Institution Codes for Reporting Scores

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

Research Requirements

Students in the educational specialist (Ed.S.) degree program in school psychology are required to complete a research component for their degree. They must enroll in four hours of specialist research credit with the consent of a research advisor under PRE 947 - Specialist Research. The purpose of the specialist research is to give the school psychology student an introductory experience in conducting research relevant to the theory and practice of school psychology. By conducting the specialist research, the student is being exposed to research methods, theories, and writing skills necessary for conducting and understanding research. The specialist research project is conducted with a graduate faculty advisor as supervisor of the project, although more than one faculty member may oversee the project. No research committee is required. Under the supervision and mentorship of the research advisor, the student formulates research questions, designs the study, collects data, and writes up the study. The written product often takes the form of a journal article that is written in APA style, but the form of the final product is determined by the research advisor. It is up to the research advisor to determine whether the research project meets an acceptable standard for completion.

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

Recommendation for School Psychology Licensure/Certification

Upon completion of the Ed.S. degree requirements, including the Ed.S. research project and final exam, the student will be recommended for the initial two-year license as a school psychologist in Kansas. For those students planning to go on internship in the fall, they **must complete the Ed.S degree requirements by the end of the summer session** and file for the degree. Upon satisfactory completion of the internship experience, the student will be recommended for full licensure/certification. Licensure as a school psychologist in Kansas normally occurs at the PK-12 level. Students wishing early childhood licensure (EC-12) must complete at least 100 clock hours of supervised experience with young children and their families during either the practicum sequence or during internship. Students must also complete PRE 960 Assessment of Infants, Toddlers, and Young Children.

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

The Ph.D. Program

Training Model and Program Goals, Objectives, and Competencies

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

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

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

Goal III: To produce graduates who are capable of providing effective psychoeducational services to children and adolescents as well as their parents and teachers. (**Practitioner**)

Goal IV: To produce graduates who have found a professional interest relevant and related to school psychology which they are both competent and passionate.
(**Specialist**)

According to Daly and colleagues (2006), school psychologists are knowledgeable about general psychology, and those school psychologists who develop a strong knowledge base in the areas of general psychology become effective school psychologists. Our program believes that our graduates must be knowledgeable about general psychology in order to be effective scientist-practitioner school psychologists. Our graduates develop both the breadth and depth of knowledge in the areas of general psychology (e.g., the psychological foundations), and this knowledge in the psychological foundations contributes (as indicated by the unidirectional arrow-see **Figure 1**) to the development of effective scientist-practitioner school psychologists who utilize psychological theories and scientific research to inform their practice, which in turn, informs the science of the profession as indicated by the bidirectional arrow. As scientist-practitioner school psychologists, our graduates are consumers and distributors of research, contributors to the research knowledge base, and empirical evaluators. Moreover, the program faculty acknowledges that every student comes into the program with their own set of strengths, passions, and interests. Students are expected to develop expertise in some area of professional interest relevant and related to the science and practice of school psychology. (This is represented by the unidirectional arrow from the program's fourth goal).

To accomplish the four overarching goals of the program, the program has seven objectives and multiple competencies our students are required to accomplish (**see Figure 1**). In our model, the objectives are related (note uni-directional and bi-directional arrows) and posit competencies that include both knowledge and skills. The program's objectives are listed below:

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

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

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

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

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

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

Objective #7: Minor - Graduates have begun to develop an identifiable area of professional interest and expertise related to school psychology.

The program's multiple competencies include the standards listed in the School Psychology Handbook (see page 12-13), as well as other competencies. The standards originally appeared in *Blueprint II* and they were refined in the *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000). The standards have been renumbered to match their respective objectives in our scientist-practitioner model (**see Figure 1**). Moreover, in some instances, the standards (competencies) appear more than once in our model. The program's competencies are listed below:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Competency 3d: Standard #5 [Diversity] - Students can demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and can implement strategies selected based on individual characteristics, strengths, and needs.

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

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

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

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

Competency 4b: Standard #5 [Diversity] - Students can demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and can implement strategies selected based on individual characteristics, strengths, and needs.

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

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

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

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

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

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

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

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

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

Competency 7a: Students can demonstrate knowledge and currency in their area of interest that is relevant and related to the science and practice of school psychology.

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

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

Benchmarks/Minimum Thresholds for Achievement of Goals

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

- Earn a B or better grade in the school psychology core courses (see School Psychology Handbook, p. 7-8).
- Maintain a GPA of 3.0 or better (see Dismissal Policy, School Psychology Handbook, Appendix A).
- Accrue no more than 2 Cs or lower in the graduate program - this includes PRE courses and other courses taken in other departments (see Dismissal Policy, School Psychology Handbook, Appendix A).
- Earn a grade of satisfactory in a course graded as satisfactory/unsatisfactory.
- Earn a rating of 1 or higher by the end of the first year of study in the Ed.S. or Ph.D. program on each standard on the Annual Student Review; earn a rating of 2 or higher by the end of the second year of study on each standard on the Annual Student Review (Ed.S. students only) or earn a rating of 1 or higher by the end of the second year of study on standards 2, 3, 4,

6, 7, and 8 and earn a rating of 2 or higher by the end of the second year on standards 1, 5, 9, 10 and 11 on the Annual Student Review (Ph.D. students only); earn a rating of 2 or higher by the end of the third year of study on each standard on the Annual Student Review (Ph.D. students only); and earn a rating of 3 or higher by the end of the fourth year of study and thereafter on each standard on the Annual Student Review (Ph.D. students only).

- Complete 90% of the competencies/assignments on the Practicum Competency and Contract form.
- Earn a rating of 3 or higher on each standard on the Field Placement Evaluation - Practicum form by the end of the year-long school-based practicum.
- Obtain a Praxis II score of at least 157.
- Earn a rating of 3 or higher on each standard on the Field Placement Evaluation - Ed.S. Internship form by the end of the Ed.S. internship.
- Earn a rating of 3 or higher on each standard on the Field Placement Evaluation - Ph.D. Internship form by the end of the Ph.D. internship.
- Earn a satisfactory grade on the Doctoral Comprehensive Exam.
- Have the dissertation accepted by the Dissertation Committee and obtain a satisfactory rating on the Final Oral Examination.

(Note. Last three benchmarks are for doctoral students only. Students who do not reach each of these benchmarks will be required to develop a remediation plan to remedy the deficiency with the School Psychology Program Committee. However, the dismissal policy takes precedence over the development of and implementation of a remediation plan. **Benchmarks/ Minimum Thresholds for Achievement of Goals are also listed in a brochure entitled *Formative and Summative Assessment in School Psychology at the University of Kansas - See Appendix K*.**)

Completing the Course of Study

With the assistance of the advisor, the student develops a plan of study including coursework and field experiences within the first year of doctoral study (preferably before the end of the first semester). The finalization of the plan requires the endorsement of the student's advisor. The plan of study should reflect the student's interests and professional program objectives as well as meeting the program objectives and standards. The recommended plan of study (course sequence) for the doctoral degree in school psychology can be seen in **Appendix H**. The doctoral program requirements are found in **Appendix I**. **Note: In the event of a faculty sabbatical or the unavailability of faculty, another course may be used in place of the required course as approved by the School Psychology Program Committee. Also, the knowledge and competency standards listed above (Standards 1-12) apply to both the Ed.S. and the doctoral programs in school psychology.**

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

- **A written comprehensive examination**
- **An oral comprehensive examination**

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

Residence Requirements

Residence requirements for the Ph.D. degree are preferably fulfilled by the student enrolling full-time for two successive semesters following admission to the program. (See the Graduate School Catalog for a definition of full-time enrollment). Other options consistent with Graduate School Policy may be negotiated with the School Psychology Program Committee. The residency has important professional value beyond simply completing coursework. It is an opportunity for the student to have close and meaningful contacts with faculty through participation in professional activities. For further information, see the KU Graduate Catalog website at <http://www.graduate.ku.edu/~graduate/catalog/>.

Doctoral Comprehensive Examinations

Doctoral Comprehensive Examinations may be taken when the candidate has completed the major portion of coursework at a satisfactory level and has completed the research skills and other requisite departmental requirements. The written portion of the doctoral comprehensive examinations may be taken at any time with the approval of the Comprehensive Examination Committee. Students must be enrolled when they take the exam.

The Comprehensive Examination Committee consists of at least five members, all of whom must be members of the Graduate Faculty, and at least three of these members must be from the School Psychology Program Committee. A list of current Graduate Faculty can be found at <http://www.catalogs.ku.edu/graduate/contents.shtml> (see Graduate Faculty). At least one member must be from a department other than PRE. The outside faculty member represents the Graduate School. The comprehensive examination consists of both written and oral parts and covers the major and minor areas of study. The entire written component lasts 15 hours. The written comprehensive exam is a closed book, closed note test; however, the student may schedule a particular content area for a particular exam time. A student who receives a grade of Unsatisfactory may be allowed, upon recommendation of the School Psychology Program Committee, to repeat it, but it may not be taken more than three times.

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

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

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

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

Doctoral Internship

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

Dissertation Requirement for the Ph.D. in School Psychology

Students in the Ph.D. program in School Psychology are required to complete a doctoral dissertation as part of their degree requirements. The purpose of the dissertation is to provide the doctoral candidate with the opportunity to explore an area of research interest under the supervision of a dissertation advisor and committee. The dissertation reflects the scientist-practitioner orientation of the school psychology program. Students are expected to choose a dissertation topic that is important to the field, use good scientific methods to investigate the topic, and communicate results such that their relationship to the field of school psychology is evident. All School Psychology Dissertation Committees require at least five members, two of which must be members of the School Psychology Program Committee. Following closely the Graduate School rules and regulations regarding the doctoral dissertation, as found in the "General Information" section of the Graduate School catalog (<http://www.graduate.ku.edu/~graduate/catalog/>). Publication of the dissertation is not required for the degree, but is highly encouraged. The University requires a minimum of 18 hours of dissertation enrollment. Frequently, however, students in the School Psychology program may need to enroll for additional credit hours to complete the dissertation phase of the program.

Final Oral Exam

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

Time Limits for the Completion of the Ph.D

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

General University Information on Doctoral Study

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

Faculty and Student Support

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

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

CHARACTERISTICS OF STUDENTS ADMITTED TO THE PROGRAM*

	GRE Mean Scores		UGPA
	Verbal	Quantitative	
Ed.S.	491	594	3.61
Ph.D.	627	687	3.34

*GRE Scores for Students Entering the Program in 2009-2010.

Most students admitted to the school psychology program have a baccalaureate degree in psychology. Over the past three years we have admitted Ed.S. students from Baylor University, Creighton University, Gordon College, Graceland University, Iowa State University, Kansas State University, Southwest Missouri State University, State University of New York at Buffalo, University of Kansas, University of Missouri at Columbia, University of Missouri at Kansas City, University of Nebraska at Lincoln, University of South Dakota, and Washburn University. The average age of the Ed.S students who are currently in the program is 25.13 years (SD = 3.98, Md = 24.00 years, Range = 21-39 years) and 85% are female. Many students who are admitted and pursue doctoral study were originally admitted to the Ed.S. program. Since 2001, approximately 42% of the students who were admitted to the doctoral program and pursued the Ph.D. in School Psychology at the University of Kansas were originally

admitted to the Ed.S. program. However, students can come to the program specifically for doctoral study. Some of these students have come from Arizona State University, Bethel College, Brigham Young University, Eastern Illinois University, University of Singapore, Seoul National University, South Dakota State University, Southern Methodist University, Texas A&M University, University of Denver, University of Houston, University of Illinois, University of San Diego, and Washburn University. The average age of the Ph.D. students who are currently in the program is 28.24 years (SD = 4.55, Md = 27.00 years, Range = 24-43 years) and 53% are female.

Program Graduates

Over the last four years, 33 students have been admitted and have enrolled in the Ed.S program, averaging approximately 8 students each year. These students have come from Kansas and states nationwide. All of our Ed.S. graduates have obtained employment in the public schools, with most of them remaining in the northeast Kansas area. However, a number have obtained employment in other states including Arizona, Florida, Iowa, Maryland, Michigan, Missouri, and Texas.

We have accepted approximately 26 doctoral students over the last 4 years. Students who have accepted our offer and have enrolled have come from the Midwest, as well as from greater geographic distances such as Arizona, California, Pennsylvania, New York, Texas, Utah, Kenya, and Singapore. Most of the students who have graduated from the doctoral program (approximately 2 per year) have assumed public school positions or academic teaching positions. Some graduates have taken consulting positions, whereas a few graduates are working in independent practice at a medical center or at a private general hospital. Our graduates have become licensed psychologists in a number of states including Arkansas, Idaho, Kansas, Michigan, and Virginia.

The University of Kansas has an affirmative action program and is an equal opportunity institution.

Education/Training Outcomes of the University of Kansas School Psychology Doctoral Program

The University of Kansas School Psychology Doctoral Program is an APA-accredited program. According to APA's Commission on Accreditation, each APA-accredited doctoral graduate program is required to provide potential applicants, current students, and the public with information about and expectations of their program. The purpose of this disclosure is to inform potential applicants, current students, and the public about the program and to assist potential applicants to make informed decisions about applying to a doctoral program and accepting an offer of admissions into a program. Educational/training outcomes for the University of Kansas School Psychology Doctoral Program are reported below and include (a) time to complete the program, (b) program costs, (c) internship information, (d) attrition, and (e) licensure and certification information.

Time to Complete the Doctoral Program

The length of time needed to complete the Doctoral Program in School Psychology at the University of Kansas for all students who graduated over the past seven years (2003-2009) was 7.10 years (median = 7.00 years). Those students who entered the program without an advanced degree and graduated over the past seven years (2003-2009) completed the program in 6.25 years (median = 6.25 years) and those students who entered the program with an advanced degree and graduated over the past seven years (2003-2009) completed the program in 7.37 years (median = 7.00 years).The

percentage of students who entered the doctoral program with and without an advanced degree and completed the program in fewer than five years, five years, six years, seven years, and more than seven years from 2003 through 2009 are presented in Table 1.

Table 1
Length of Time Needed to Complete the Doctoral Program for All Graduates over the Past Seven Years (2003-2009) by Percentage

Number of Years	Entered Without an Advanced Degree	Entered With an Advanced Degree	Total
<5	0.00 %	0.00 %	0.00 %
5	50.00 %	0.00 %	10.00 %
6	0.00 %	37.50 %	30.00 %
7	0.00 %	25.00 %	20.00 %
>7	50.00 %	37.50 %	40.00 %

Some of the doctoral students, many entering the program with an advanced degree, who graduated over the past seven years (2003-2009) began their doctoral studies in the 1990s and they attended the program on a part-time basis.

In contrast, students who began their doctoral studies in school psychology at the University of Kansas in 2000 or later and graduated from the program over the past seven years (2003-2009) attended the doctoral program on a full-time basis and completed the program in 6.30 years (median = 6.00 years). These students represent a subgroup of all of the students who graduated from the doctoral program over the past seven years (2003-2009).

Program Costs to Attend the University of Kansas School Psychology Program for the 2009-2010 Academic School Year

The program costs (i.e., tuition and fees) for the 2009-2010 academic school year for each first-year student in the doctoral program are presented in Table 2. Full-time student tuition, tuition per credit hour, and fees for resident and non-resident first-year doctoral students for the 2009-2010 academic year, and the fall and spring semesters and summer session are included.

Table 2
Program Costs (Tuition and Fees) for Each First-Year Doctoral Student for the 2009-2010 Academic School Year

	Fall 2009		Spring 2010		Summer 2010		Total	
	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident
Full-Time Student Tuition	\$10,065.75	\$4,173.60	\$7,755.00- \$7,871.10	\$3,246.00- \$3,362.10	\$4,523.75- \$4,794.65	\$1,893.50- \$2,164.40	\$22,344.50- 22,731.50	\$9,313.10- \$9,700.10
Part-Time Student Tuition (Per Credit Hour)	\$646.25 (Lawrence) \$770.25 (Edwards)	\$270.50 (Lawrence) \$309.20 (Edwards)	\$646.25 (Lawrence) \$770.25 (Edwards)	\$270.50 (Lawrence) \$309.20 (Edwards)	\$646.25 (Lawrence) \$770.25 (Edwards)	\$270.50 (Lawrence) \$309.20 (Edwards)		
Fees	\$910.85	\$910.85	\$654.95- \$852.95	\$654.95- \$852.95	\$558.45- \$597.10	\$558.45- \$597.10	\$2,124.25- \$2,360.90	\$2,124.25- \$2,360.90
Total (Tuition and Fees)							\$24,468.75- \$25,092.40	\$11,437.35- \$12,061.00

Financial assistance is also available to our doctoral students. Financial assistance may include fellowships, scholarships, graduate teaching and research assistantships, and student loans. Many of our doctoral students are on graduate teaching assistantships (GTAs) or graduate research assistantships (GRAs). For those students who have a 40% or 50% GTA position, full core tuition is waived and students work 16 (40% GTA) to 20 hours (50% GTA) a week and receive a stipend. In addition, 75% of the student's insurance through the university is covered for individuals with a 50% GTA position.

Doctoral Internship Information

After students complete the majority of their course work and pass their comprehensive exams, they are eligible to apply for a doctoral internship. The doctoral internship is a capstone experience and doctoral students complete their internship in school or non-school settings (e.g., a medical center, outpatient facility, community-based mental health facility, counseling center). The internship represents a year of supervision wherein the doctoral student extends skills and continues professional development while working professionally in a program approved setting. The internship also provides an opportunity for students to integrate theory and practice as they "field test" skills and concepts gained through the program. The internship is generally one year in duration, but may extend over two years. Content, structure, and supervision requirements follow guidelines of the American Psychological Association (APA) and guidelines from the Council of Directors of School Psychology Programs (CDSPP). Table 3 presents information for the most recent 7 years of graduates in our program. The table provides information on the number and percentage of students who obtained internships, paid internships, APPIC member internships, APA/Canadian Psychological Association (CPA) internships, internships conforming to CDSPP guidelines, and part-time (i.e., two year half-time) internships.

Table 3

INFORMATION ON DOCTORAL INTERNSHIPS OBTAINED BY THE MOST RECENT SEVEN YEARS OF PROGRAM GRADUATES

Year Graduated	Internship ¹		Paid Internship ²		APPIC-Approved Internship ³		APA/CPA-Accredited Internship ⁴		Follows CDSPP Guidelines ⁵		Part-Time Internship ⁶	
	N	%	N	%	N	%	N	%	N	%	N	%
2003	1	100	1	100	1	100	0	0	1	100	0	0
2004	1	100	1	100	0	0	0	0	1	100	0	0
2005	1	100	1	100	0	0	0	0	1	100	0	0
2006	1	100	1	100	1	100	1	100	1	100	0	0
2007	4	100	4	100	1	25	1	25	4	100	0	0
2008	2	100	2	100	0	0	0	0	2	100	0	0
2009	0	0	0	0	0	0	0	0	0	0	0	0

Note: ¹Number and percentage of students who obtained internships; ²Number and percentage of students who obtained paid internships; ³Number and percentage of students who obtained APPIC member internships; ⁴Number and percentage of students who obtained APA/CPA-accredited internships; ⁵Number and percentage of students who obtained internships conforming to CDSPP guidelines; ⁶Number and percentage of students who obtained two year half-time internships. Percentages are based on the total number of students applying for internship that year.

Examination of Table 3 reveals that 100% of our doctoral students who applied for an internship obtained an internship, and these internships were paid internships. All students completed their internship on a full-time basis and all of the internships obtained by our doctoral students conformed to CDSPP guidelines. A smaller percentage of our doctoral students applied for and obtained an Association of

Psychology Postdoctoral and Internship Center (APPIC)-approved or an APA/CPA-accredited internship. Many of our doctoral students who applied for internship in the most recent 7 years of graduates were interested in obtaining an internship in a school setting and/or they wished to stay in Kansas or in the surrounding area and thus, did not apply for APPIC-approved or APA/CPA-accredited internships.

Attrition

Three students who entered the doctoral program in the last seven years have left the doctoral program. This represents 15.79% of the total number of students who matriculated in the program during the same time period as the students who left the program. Table 4 presents the number of students who entered the doctoral program each year from 2003 to 2009, the number of these students who graduated from the program, the number of these students who are still enrolled in the program, the number of these students who are no longer enrolled in the program, and the percentage of these students who left the program.

Table 4
Attrition

Year of Enrollment	# Enrolled	# Graduated with Doctorate	# Still Currently Enrolled	# No Longer Enrolled	% Left the Program
2003	2	0	0	2	100.0%
2004	1	0	1	0	0.0%
2005	2	0	2	0	0.0%
2006	3	0	2	1	33.3%
2007	1	0	1	0	0.0%
2008	7	0	7	0	0.0%
2009	3	0	3	0	0.0%
Total	19	0	16	3	15.79%

Licensure

Of the 23 students who graduated from the doctoral program during the period of 1999-2007, 26.09% (n = 6) are licensed psychologists. Information on licensure was not available for one (4.35%) of our graduates. Licensed psychologists are mental health experts who are licensed by a state and who have earned a doctoral degree in psychology, completed the necessary supervised work experiences, and passed the required exam(s) to obtain their license. Licensed psychologists work in public and private hospitals, clinics, health-maintenance organizations, community mental health facilities, counseling centers, and private practice in the state where they have obtained their professional psychology license. Our graduates are licensed psychologists in a number of states, including Arkansas, Idaho, Michigan, Kansas, and Virginia.

Also, 19(82.61%) of the 23 students who graduated from the doctoral program during the period of 1999-2007 are certified school psychologists (called licensed school psychologist in the State of Kansas). Certification information was not available for one (4.35%) of our graduates. Individuals who are certified school psychologists have earned an advanced degree (i.e., a master's, specialist, or doctorate typically in school psychology), and have completed the necessary supervised experiences, and in some states pass a required exam to obtain their credentials from a state department of education. These credentials enable the individual to work in public and private school settings in the state where the credential was issued.

School Psychology Program Committee Members

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

Steven Lee, Ph. D.

Professor, School Psychology Program — University of Kansas

- Ph.D. in School Psychology, University of Nebraska - Lincoln.
- Teaching interests include psychoeducational consultation, counseling/therapeutic interventions, single case experimental design, and field supervision.
- Research interests include general and test anxiety in children and youth, school program evaluation, functional behavioral assessment, classroom observations and interventions, and student assistance teams.

- **Selected Publications (last three years):**

- - Witteborg, K. M., Lowe, P. A., & Lee, S. W. (2009). Examination of the relationship among different dimensions of trait anxiety, demographic variables, and self-reported school adjustment in elementary and secondary school students. *Journal of Applied School Psychology, 25*, 28-46.

- - Lowe, P.A., & Lee, S.W. (2008). Factor structure of the Test Anxiety Inventory for Children and Adolescents (TAICA) scores across gender among students in elementary and secondary school settings. *Journal of Psychoeducational Assessment, 26*, 231-246.

- - Lowe, P. A., Lee, S. W., Witteborg, K. M., Prichard, K. W., Luhr, M. E., Cullinan, C. M., et. al. (2008). The Test Anxiety Inventory for Children and Adolescents (TAICA): Examination of the psychometric properties of a new multidimensional measure of test anxiety among elementary and secondary school students. *Journal of Psychoeducational Assessment, 26*, 215-230.

- - Sena Whitaker, J.D., Lowe, P.A., & Lee, S.W. (2007). Significant predictors of test anxiety among students with and without learning disabilities. *Journal of Learning Disabilities, 40*, 360-376.

- **National Presentations (last two years):**

- - Lee, S. W., Shaftel, J. S., Neaderhiser, J., & Oeth, J. (2009, August). *Development and validation of instruments to assess the behavior and assets of students at the classroom level*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.

- - Lohmeier, J. H., & Lee, S. W. (2009, August). *Assessing interdisciplinary scientific collaboration to address climate change problems*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.

- Carrico, J., Lee, S. W., Schmitt, V., & Lohmeier, J. H. (2008, May). Development of a teacher questionnaire of early literacy. Paper presented at the Annual Meeting of the Association for Psychological Science, Chicago, IL.
- Lee, S. W., Lohmeier, J. H., & Niileksela, C. (2008, May). Self-schemas of data understanding and use. Paper presented at the Annual Meeting of the Association for Psychological Science, Chicago, IL.
- Lohmeier, J. H., & Lee, S. W. (2008). Understanding real world data processing using think-aloud and retrospective probing procedures. Paper presented at the Annual Meeting of the Association for Psychological Science, Chicago, IL.
- Parker, M., Lee, S. W., & Lohmeier, J. H. (2008, March). Developing a common language for school connectedness: Development of the School Connectedness Scale (SCS). Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Raad, J. M., Lowe, P. A., & Lee, S. W. (2008, August). Dimensions of test anxiety as significant predictors of school maladjustment. Paper presented at the Annual Meeting of the American Psychological Association, Boston, MA.
- Schmitt, V., Lee, S. W., Lohmeier, J. H., Frey, B., & Bennett, E. (2008, March). Evaluating the teacher's role in early literacy development: Understanding the relationship between teacher beliefs, the classroom literacy environment and students' early learning outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Patricia Lowe, Ph.D.

**Associate Professor and Director of Training, School Psychology Program -
University of Kansas**

-
- Ph. D. in School Psychology with a Clinical Child Emphasis from Texas A & M University. Specialized Tracks: Child and Family, and Neuropsychology.
 - Teaching interests include developmental psychopathology, behavioral and personality assessment, prevention, and ethics.
 - Research interests include anxiety in children, adolescents and adults, behavioral and personality assessment, prevention, and neuropsychology.
 - **Selected Publications (last three years):**
 - Witteborg, K. M., Lowe, P. A., & Lee, S. W. (2009). Examination of the relationship among different dimensions of trait anxiety, demographic variables, and self-reported school adjustment in elementary and secondary school students. *Journal of Applied School Psychology, 25*, 28-46.
 - Lowe, P. A., & Lee, S. W. (2008). Factor structure of the Test Anxiety Inventory for Children and Adolescents (TAICA) scores across gender among students in elementary and secondary school settings. *Journal of Psychoeducational Assessment, 26*, 231-246.
 - Lowe, P. A., Lee, S. W., Witteborg, K. M., Prichard, K. W., Luhr, M. E., Cullinan, C. M., et. al. (2008). The Test Anxiety Inventory for

Children and Adolescents (TAICA): Examination of the psychometric properties of a new multidimensional measure of test anxiety among elementary and secondary school students. *Journal of Psychoeducational Assessment*, 26, 215-230.

Lowe, P. A. (2007). Assessment of the psychometric characteristics of the Adult Manifest Anxiety Scale-Adult Version (AMAS-A) scores with adults. *Individual Differences Research*, 5, 86-105.

Lowe, P. A. (2007). Examination of the psychometric properties of the Adult Manifest Anxiety Scale-College Version (AMAS-C) scores among students in collegiate settings. *Individual Differences Research*, 5, 59-72.

Lowe, P. A., Peyton, V., & Reynolds, C. R. (2007). Test score stability and the relationship of Adult Manifest Anxiety Scale-College Version scores to external variables among college students. *Journal of Psychoeducational Assessment*, 25, 69-81.

Sena Whitaker, J. D., Lowe, P. A., & Lee, S. W. (2007). Significant predictors of test anxiety among students with and without learning disabilities. *Journal of Learning Disabilities*, 40, 360-376.

- **National Presentations (last two years):**

Lowe, P. A. (2009, May). *Gender, physiological anxiety, and worry as significant predictors of life satisfaction*. Paper presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

McCormick, E. M., Lowe, P. A., & Lee, S. W. (2009, February). *Coping styles, gender, and age as predictors of test anxiety*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Newell, J. S., & Lowe, P. A. (2009, February). *Impact of state-wide assessments and test anxiety on students*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Unruh, S. M., & Lowe, P. A. (2009, August). *Grade-level trends among Hispanic adolescents on the TAICA-S*. Paper presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Yager, H. J., & Lowe, P. A., & Peyton, V. (2009, August). *Examining differences in test anxiety among Hispanic and White adolescents*. Paper presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Lowe, P. A. (2008, May). *Dimensions of trait anxiety as predictors of school maladjustment among college students*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Lowe, P. A. (2008, February). *Grade-level trends in test anxiety among elementary school students*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans LA.

Lowe, P. A., Arrington, T. L., Newell, J. S., Hoey, G., Oeth, J., Bellinger, S., & McCormick, E. (2008, February). *Learning and study strategies as significant predictors of test anxiety*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Lowe, P. A., Lee, S. W., Doering, J. M., Hearst, A., & Hoyt, J. L. (2008,

October). *Developmental changes in test anxiety across the child and adolescent lifespan*. Paper presented at the Kansas Conference of Clinical Child and Adolescent Psychology, Lawrence, KS. Co-sponsored by Division 53, Society of Clinical Child and Adolescent Psychology, The American Psychological Association.

Lowe, P. A., Lee, S. W., Hoyt, J. L., Hearst, A., & Doering, J. M. (2008, October). *Examination of the relationships among different family environmental factors, age, gender, and self-reported general, social, and test anxiety in children and adolescents*. Paper presented at the Kansas Conference of Clinical Child and Adolescent Psychology, Lawrence, KS. Co-sponsored by Division 53, Society of Clinical Child and Adolescent Psychology, The American Psychological Association.

Lowe, P. A., & Raad, J. M. (2008, August). *Examination of the factor structure of the TAS-E across gender*. Paper presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Raad, J. M., Lowe, P. A., & Lee, S. W. (2008, August). *Dimensions of test anxiety as significant predictors of school maladjustment*. Paper presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Unruh, S. M., & Lowe, P. A. (2008, October). *Examination of grade-level trends in test anxiety among Hispanic students on a Spanish language version of the TAICA*. Paper presented at the Kansas Conference of Clinical Child and Adolescent Psychology, Lawrence, KS. Co-sponsored by Division 53, Society of Clinical Child and Adolescent Psychology, The American Psychological Association.

Vicki Peyton, Ph. D.

Assistant Professor and Research Associate, Educational Psychology & Research Program -University of Kansas

- Ph. D. in Educational Psychology and Research with an emphasis in Quantitative Research Methodology from the University of Kansas.
- Teaching interests include multilevel modeling, longitudinal analyses, and multivariate statistics.
- Research interests include applied statistics and measurement, confirmatory factor analysis, educational and psychological item analyses.

Selected Publications (last three years):

Peyton, V. (in press). Revisiting alternatives to the single option correct multiple-choice exam format. *Applied Measurement in Education*.

Foster, J.T., Lichtenberg, J.W., & Peyton, V. (2007). The supervisory attachment relationship as a predictor of counselor development. *Psychotherapy Research, 17*, 343-350.

Lowe, P. A., Peyton, V., & Reynolds, C. R. (2007). Test score stability and the relationship of Adult Manifest Anxiety Scale-College Version scores to external variables among college students. *Journal of Psychoeducational Assessment, 25*, 69-81.

Tsethlikai, M., Peyton, V., & O'Brien, M. (2007). Exploring maternal social perceptions and child aggression among Urban American Indians. *American Indian and Alaska Native Mental Health Research*, 14(1), 63-84.

- **National Presentations (last two years):**

Mueller, C.D., & Peyton, V. (2007, April). *Assessing consequences of varying response probability values on achievement via multinomial logistic regression*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (April 2007).

Roberts, D., Peyton, V., & Agaki, C. (2007, April). *Adolescent and emerging adult sexual decisions and problems*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Beauchamp, A.S., & Peyton, V. (2006, July). *Stereotype threat and achievement goals*. Paper presented at the SELF Conference, Ann Arbor, MI.

Hunter, H.L., Roy, K.M., Beasley, L.O., Powell, J.L., Peyton, V., & Vernberg, E.M. (2006, August). *Service utilization and payment practices as predictors of treatment outcomes*. Paper presented at the Annual Meeting of the American Psychological Association Conference, New Orleans, LA.

Mahlis, M., Friedman-Nimz, R., Thomas, K., Rice, S., O'Brien, B., & Peyton, V. (2006, February). *Development and field-testing of an instrument designed to measure teacher's curricular beliefs*. Paper presented at the Association of Teacher Educators Annual Meeting, Atlanta, GA.

Matthew Reynolds

Assistant Professor - School Psychology Program - University of Kansas

-
- Ph. D. in Educational Psychology (School Psychology and Quantitative Methods) from the University of Texas at Austin.
 - Teaching interests include assessment of cognitive abilities and academic skills; preschool assessment; ethics; non-experimental quantitative research methods.
 - Research interests include psychometric structure and measurement of human cognitive abilities; latent variable modeling; and longitudinal modeling of developmental psychopathology.

- **Selected Publications (last three years):**

Keith, T. Z., Reynolds, M. R., Patel, P., & Ridley, K. R. (2008). Sex differences in latent cognitive abilities ages 6 to 59: Evidence from the Woodcock Johnson III Tests of Cognitive Abilities. *Intelligence*, 36, 236-260.

Reynolds, M. R., Keith, T. Z., Ridley, K. R., & Patel, P. (2008). Sex differences in general and broad cognitive abilities for children and youth: Evidence from higher order MG-MACS and MIMIC analysis. *Intelligence*, 36, 236-260.

Reynolds, M. R., Keith, T. Z., Fine, J. G., Fisher, M. E., & Low, J. (2007). Confirmatory factor structure of the Kaufman Assessment Battery for Children-Second Edition: Consistency with Cattell-Horn-Carroll theory. *School Psychology Quarterly*, 22, 511-539.

Reynolds, M. R., & Keith, T. Z. (2007). A test of Spearman's law of diminishing returns in hierarchical models of intelligence. *Intelligence*, 35, 267-281.

• **Selected Presentations (last two years):**

Reynolds, M. R., Alexander, R. M., Graybill, R. M., & Keith, T. Z. (2009, August). What does the NEPSY-II measure in school-age children? Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Reynolds, M. R., Graybill, R. M., Alexander, R. M., & Keith, T. Z. (2009, August). *Confirmatory-factor analysis of the NEPSY-II for preschool-age children*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Keith, T. Z. & Reynolds, M. R. (2008, December). *Sex differences in latent cognitive abilities: Evidence from the DAS-II*. Paper presented at the annual meeting for the International Society for Intelligence Research, Atlanta, Ga.

Reynolds, M. R. & Beaujean, A. (2008, December). *Examining Spearman's law of diminishing returns in adults using the Wechsler norming sample*. Paper presented at the annual meeting for the International Society for Intelligence Research, Atlanta, Ga.

Funk, C. L., Garrison, D., Carlson, C. Beretvas, S. N., Wang, D., & Reynolds, M. R. (2008, August). *The effectiveness of family interventions for treating child internalizing disorders*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Keith, T. Z., Reynolds, M. R., Patel, P., & Ridley, K. R. (2008, February). *Sex differences in latent cognitive abilities ages 6 to 59*. Poster presented at the annual meeting of the National Association of School Psychologists Annual Convention, New Orleans, LA.

**DEPARTMENT OF PSYCHOLOGY AND RESEARCH IN EDUCATION
FACULTY**

Counseling Psychology Faculty

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

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

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

Jim Lichtenberg, Ph.D., University of Minnesota, 1974. Professor and Director of Training of Counseling Psychology, and Associate Dean for Graduate Programs

and Research. Research Interests: social influence processes in counseling, social interaction processes and dynamics, therapy processes and outcomes, and professional training issues.

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

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

Educational Psychology Faculty

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

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

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

Research, Evaluation, Measurement, and Statistics Faculty

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

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

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

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

William Skorupski, Ed.D., University of Massachusetts-Amherst, 2004. Assistant Professor: Research Interests: Item response theory and applications, psychometric methods, test score equating.

School Psychology Faculty

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

Patricia Lowe, Ph.D., Texas A&M University, 2000. Associate Professor and Director of Training of the School Psychology Program. Research Interests: anxiety in children, adolescents and adults, behavioral and personality assessment, prevention, and neuropsychology.

Matt Reynolds, Ph.D., University of Texas at Austin, 2008. Assistant Professor. Research interests include psychometric structure and measurement of human cognitive abilities; latent variable modeling; and longitudinal modeling of developmental psychopathology.

Julia Shaftel, Ph.D., University of Kansas, 1999. Courtesy Lecturer. Research Interests: development of skills for cross-cultural environments, measurement of cross-cultural attitudes and behavior, and measurement of classroom behavior and student assets

STUDENT RESOURCES

Bookstores

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

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

Career Planning and Placement

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

Computer Resources

For information about labs and hours, see Computer
LABS AND RESOURCES: [HTTP://WWW.KU.EDU/TECHNOLOGY/](http://www.ku.edu/technology/)

Continuing Education

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

Counseling

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

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

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

Psychological Clinic, Fraser Hall
1415 Jayhawk Blvd., Room 315
Lawrence, KS 66045-7556
(785) 864-4121, www.ku.edu/~psyclinc

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

Dean of Students

Strong Hall,
1450 Jayhawk Blvd., Room 133
Lawrence, KS 66045-7535
(785) 864-4060, www.ku.edu/~stlife

English Proficiency

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

Equal Opportunity

Equal Opportunity Office, Strong Hall
1450 Jayhawk Blvd., Room 313
Lawrence, KS 66045-7535
(785) 864-3686, e-mail: equalop@ku.edu
URL: www.ku.edu/~equalop

Fellowships

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

Graduate Admission Tests

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

GRADUATE STUDENT SERVICES

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

Health Services

Student Health Services, Watkins Memorial Health Center

www.ku.edu/~shs

Hours are 8 a.m. to 8 p.m. Monday-Friday; 8 a.m. to 4:30 p.m. Saturday, and 12:30 to 4:30 p.m. Sunday.

Information and Referrals

Student Development Center

Strong Hall

1450 Jayhawk Blvd., Room 22

Lawrence, KS 66045-7535

(785) 864-4064, www.ku.edu/~develop

University Information Center

Anschutz Library

(913) 864-3506, www.ku.edu/~kuinfo

International Students

Applied English Center

Lippincott Hall

1410 Jayhawk Blvd., Room 204

(785) 864-4606, www.aec.ku.edu

Office of International Student and Scholar Services

Strong Hall

1450 Jayhawk Blvd., Room 2

(785) 864-3617, www.ku.edu/~issfacts

Language Laboratory

Ermal Garinger Academic Resource Center

Wescoe Hall

1445 Jayhawk Blvd., Room 4069

(785) 864-4759, EGARC@ku.edu

Legal Services

Legal Services for Students

Burge Union

1601 Irving Hill Rd., Room 148

Lawrence, KS 66045-7557

(785) 864-5665, legals@ku.edu

Libraries

Anschutz Library

1301 Hoch Auditoria Drive

Lawrence, 66045-7537

(785) 864-4928, <http://www.lib.ku.edu/>

Learning Resources Center

Joseph R. Pearson Hall

1122 West Campus, Room 110

Lawrence, KS 66045-3101

(785) 864-3464, <http://www.soe.ku.edu/lrc/>

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

Loans

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

Multicultural Students

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

Multicultural Resource Center
1530 Summerfield Hall Dr.
Lawrence, KS 66045-7607
(785) 864-4350, www.ku.edu/~oma/mrc

Nontraditional Students

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

Recreation Services

Robinson Center
1301 Sunnyside Ave., Room 208
Lawrence, KS 66045-7567
(785) 864-3546, www.ku.edu/~recserv

Safety and Crime on Campus

The annual security report about KU safety policies, crime statistics, and campus resources is available online at www.ku.edu/safety or on paper by contacting the Dean of Students, Strong Hall, 1450 Jayhawk Blvd. Room 133, Lawrence, KS 66045-7535, (785) 864-4060.

Sexual Assault Prevention

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

Speech-Language-Hearing Clinic

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

Student Academic Records

Office of the University Registrar
Strong Hall
1450 Jayhawk Blvd., Room 121
Enrollment, Transcripts, Tuition and Fee Payment, (785) 864-4422
Residency, (785) 864-4472
Veterans' Services, (785) 864-5426
www.registrar.ku.edu

Student Activities, Organizations, Recreation

Center for Campus Life
Kansas Union
1301 Jayhawk Blvd., Room 400
(785) 864-4861, www.ku.edu/~olctr

Student Union Activities

Kansas Union
1301 Jayhawk Blvd.
Lawrence, KS 66045-7548
(785) 864-3477, www.suaevents.com

Students with Disabilities

Services for Students with Disabilities
Strong Hall
1450 Jayhawk Blvd., Room 135
Lawrence, KS 66045-7535
(785) 864-2620 (Voice/TTD), www.ku.edu/~ssdis

Study Abroad

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

Teaching Improvement

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

Instructional Development and Support
Budig Hall, Room 1
1455 Jayhawk Boulevard
Lawrence, KS 66056-7604
(785) 864-2600, <http://www.ku.edu/~ids/>

University of Kansas Edwards Campus

12600 Quivira Road, Overland Park, KS 66213-2402
Phone: 864-8400 (from Lawrence) or (913) 897-8400
e-mail: angiej@ku.edu URL: <http://edwardscampus.ku.edu>

Women's Resources

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

Writing Center

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

Safety and Crime at KU

The annual security report about KU safety policies, crime statistics, and campus resources is available online at www.ku.edu/safety or on paper by contacting the Dean of Students, Strong Hall, 1450 Jayhawk Blvd. Room 133, Lawrence, KS 66045-7535, (785) 864-4060.

ADDITIONAL INFORMATION

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

If you have any questions, please contact

Training Director, School Psychology Program
Department of Psychology and Research in Education
Room 634 JRP Hall
1122 West Campus Road
University of Kansas
Lawrence, KS 66045
Phone: (785) 864-9710
Fax: (785) 864-3820

**The University of Kansas School Psychology Scientist-
Practitioner Model**

In our electronic copy of the University of Kansas School Psychology Program Handbook, the University of Kansas School Psychology Scientist-Practitioner Model can be viewed at http://soe.ku.edu/uploads/pre/SP_model_4.18.08.ppt. In our hard copies of the University of Kansas School Psychology Program Handbook, our Scientist-Practitioner model is located on this page.

Appendix A

**DISMISSAL POLICY
SCHOOL PSYCHOLOGY PROGRAM
DEPARTMENT OF PSYCHOLOGY AND RESEARCH IN EDUCATION**

**DISMISSAL POLICY
SCHOOL PSYCHOLOGY PROGRAM
DEPARTMENT OF PSYCHOLOGY AND RESEARCH IN EDUCATION**

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

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

Reasons for Dismissal from the Program

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

- a. failure to maintain minimum academic standards
- b. unsatisfactory performance in school psychology field experiences (e.g. counseling labs, practica, or internships or other arranged field experiences)
- c. academic misconduct or dishonesty
- d. criminal conviction of misconduct that affects ability to practice or be licensed
- e. failure to comply with established university or program timetables and requirements

- f. unethical practices or unprofessional conduct
- g. cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

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

1. Failure to maintain minimum academic standards.

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

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

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

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

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

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

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

3. Academic dishonesty.

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulation or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

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

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

- a. Admonition: An oral statement that his or her present action constitutes academic misconduct.
- b. Warning: An oral or written statement that continuation or repetition, within a stated period of action which constitutes academic misconduct may be the cause for a more severe disciplinary sanction.
- c. Censure: A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.
- d. Reduction of Grade: Treating as unsatisfactory any work which is a product of academic misconduct. Reduction of grade may include the awarding of an F in the course.
- e. Disciplinary Probation: Exclusion from participation in specified privileges or extracurricular activities for a period not exceeding one school year.
- f. Suspension: Exclusion from classes and other specified privileges or activities for a definite period not in excess of two years.
- g. Expulsion: Termination of student status for an indefinite period. The condition of readmission, if any, shall be stated in the order of expulsion.

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

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

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

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

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

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

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

6. Unethical practices and/or unprofessional conduct.

Students are referred to the APA Ethical Principles of Psychologists and the Code of Conduct (APA, 2002); and the National Association of School Psychologists Principles for Professional Ethics (NASP, 2000). Also see Kansas Codes, KAR 102-1-10 (Unprofessional conduct--licensed psychologists), KAR 102-3-10 (Unprofessional conduct--registered professional counselors), and KAR 102-4-5 (Unprofessional conduct-registered masters-level psychologists).

7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare.

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

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

Dismissal Procedures

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

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

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

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

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

3. If however, the informal methods at problem resolution, are inappropriate or unsatisfactory, the department chair will inform the student, in writing, that a formal hearing of the program faculty will be necessary to review the nature of the student's status and to determine whether dismissal is appropriate. The department chair may invite any persons judged to have relevant information to submit such information either in person at the hearing or in writing prior to the hearing. The student will be given copies of all written materials under consideration in advance of the hearing.

The student may invite other individuals who have relevant testimony to attend the hearing or to present written information. The student will provide the department chair with a list of these individuals at least five (5) days in advance of the scheduled hearing.

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

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

Appendix B
Grievance Procedures

GRIEVANCE PROCEDURES

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

The grievance procedures adopted by the School of Education are the procedures used by the Department of Psychology and Research in Education and the School Psychology program.

**School of Education
University of Kansas, Lawrence
Grievance Procedures**

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

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

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

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

1. To start the grievance process, the complainant must submit a written grievance either to the chair or director of a subunit having a grievance procedure or to the Office of the Dean of the School of Education. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.
2. At the time the complaint is submitted, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).
3. Upon receipt of the complaint, the subunit head or Office of the Dean of the School of Education shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.
4. Pursuant to University Senate Code XIV.2.c, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.
5. The respondent shall submit a written response to the subunit head or Office of the Dean of the School of Education within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied

on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.

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

7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14 calendar day time period, the head or Office of the Dean of the School of Education shall either form a committee to consider the complaint or refer it to an appropriate extant committee. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.

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

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

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

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

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

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

chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

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

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

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

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

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

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

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

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

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

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

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

Approved: Faculty Assembly of the School of Education

These procedures have been reviewed by the Office of the University General Counsel and are effective with the beginning of the fall semester 2002.

Appendix C

Annual Student Review

KU School Psychology - Annual Survey

The School Psychology Program at the University of Kansas is committed to regular evaluation of student's progress in the program. While students are evaluated in many ways, this evaluation is an annual (global) evaluation of progress, skills, values and behavior of students as well as a progress planner for 2010-2011. In this form you will find our new and updated process for student evaluation. PLEASE COMPLETE THIS SURVEY BY APRIL 20th.

After this survey has been received, the faculty will review it and rate students collaboratively.

After the faculty have completed their evaluations, all first and second year Ed.S. and Ph.D. students (and any other students specified by the faculty) will meet with their adviser to go over these ratings. These meetings with your adviser and will cover the ratings as well as goals for the upcoming academic year. These meetings will be held in April and May.

This survey is divided into four parts. Part One asks about you and your professional activities. Part Two is about professional skills. Part Three asks about your academic behavior, ethics and degree progress. Part Four asks you to articulate your goals for 2010-11.

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

1. Name and Address

*Name: _____

Employer: _____

*Address 1: _____

Address 2: _____

*City/Town: _____

*State/Province: _____

*Zip/Postal Code: _____

*Advisor: _____

*Email Address: _____

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

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

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

Gender _____

Years in Ed.S. Program _____

Years in Ph.D. Program _____

Ethnic Status _____

Physical Disability (yes or no) _____

4. Are you (or were you) a member of any national or state psychological, professional or research society in 2008-09 and/or 2009-10?

_____ American Psychological Assn. (APA) for 2008-09

_____ American Psychological Assn. (APA) for 2009-10

_____ National Assn. of School Psychologists (NASP) for 2008-09

_____ National Assn. of School Psychologists (NASP) for 2009-10

_____ Kansas Assn. of School Psychologists (KASP) for 2008-09

_____ Kansas Assn. of School Psychologists (KASP) for 2009-10

_____ I was not a member of any professional organization.

_____ Other: _____

5. Did you author or co-author one or more articles in refereed journals, book chapters or present at state, national or professional meetings during 2009-10?

_____ Yes _____ No

6. If you answered yes to question #5, note how many articles, book chapters or presentations you completed in 2009-10 below.

Non-refereed Articles _____

Refereed Articles _____

Book Chapters _____

National Presentations _____

State or Local Presentations _____

7. Were you involved in grant supported research (including research assistantships) during 2009-10?

_____ Yes _____ No

If you answered 'Yes,' please write in the average number of hours below that you worked per week in 2009-10.

8. Were you involved in undergraduate or Master's level teaching (including teaching assistantships) in 2009-10?

_____Yes _____No

9. Were you involved part-time (or full-time) in the delivery of professional services on or off campus in 2009-10?

_____Yes _____No

If you answered 'Yes,' please write in the average number of hours you worked per week in 2009-10?

10. Did you receive any financial assistance through this program or the School of Education in 2009-10?

_____Yes _____No

11. Did you serve as an officer or on committees for a professional organization (e.g., GASP, KASP, APA, NASP) in 2009-10?

_____Yes _____No

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

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

12. Select your internship setting from the following.

- Community Mental Health Center
- Health Maintenance Organization
- Medical Center
- Military Medical Center
- Private General Hospital
- General Hospital
- Veterans Affairs Medical Center
- Private Psychiatric Hospital
- Correctional Facility
- School District or System
- University Counseling Center
- Medical School
- Consortium
- Multiple Internship Setting
- Other: _____

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

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

15. Was your Ph.D. internship full or part time?

Full-time Part-time

16. Was your Ph.D. internship APA accredited?

Yes No

17. Were you paid (or provided a stipend) during your Ph.D. internship?

Yes No

Part Two - PROFESSIONAL KNOWLEDGE AND SKILLS

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

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

Level 1 – Novice

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

Level 2 – Intermediate

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

Level 3 – Competent

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

Level 4 – Proficient

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

Level 5 – Exemplary

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

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

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

Novice	Intermediate	Competent	Proficient	Exemplary
_____	_____	_____	_____	_____

Part Three - ACADEMIC BEHAVIOR, ETHICS AND DEGREE PROGRESS

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

29. Please rate your academic skills.

Prepares for class

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

Participates in class

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

Finds and shares resources

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

Uses technology

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

Engages in research

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

Demonstrates listening skills

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

Demonstrates oral expression skills

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

Demonstrates writing skills

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

30. Please rate your Professional Skills

Translates research and theory into practice

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

Uses terms and concepts of the profession

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

Articulates understanding of concepts of the field

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

Takes alternative perspectives on professional issues

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

Keeps paperwork current in field setting

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

Follows procedures prescribed by field setting

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

Maintains communication in field setting

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

31. Please rate your Ethics and Supervision Skills

Seeks supervision

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

Prepares for supervision

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

Is respectful of faculty, instructors and supervisors

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

Accepts constructive criticism

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

Uses feedback to change professional and academic behavior

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

Acts in accordance with professional ethics

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

Understands and respects individual and group differences

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

32. Please rate your Personal Characteristics

Shows initiative

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

Puts for effort

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

Is conscientious

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

Shows leadership among peers

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

Is flexible

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

Demonstrates interpersonal skills

Well below
Average

Below
Average

Average

Above
Average

Well above
Average

N/A

The following questions (33 & 34) are for Ph.D. students only – all others skip to Part Four.

33. For the following questions, note whether you have completed the following steps of progress toward your Ph.D.

Regular advising meetings (once per semester)

Yes

No

Plan of study

Yes

No

Residency Plan filed

Yes

No

Minor developed and approved by minor advisor

Yes

No

Research skills completed

Yes

No

Coursework completed

Yes

No

Comprehensive exam completed

Yes

No

Maintain enrollment every semester past comprehensive exams (including summer)

Yes

No

Dissertation proposal defended (accepted by committee)

Yes

No

Completed Ph.D. internship

Yes

No

Dissertation defended

Yes

No

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

_____Yes _____No

If No, please describe:

35. Please list your goals for 2010-11.

Appendix D

Practicum Guidelines and Information

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

**** What is Practicum?***

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

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

**** Timelines, Duration, Calendar and Contact Hrs.***

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

**** The Practicum Placement Sequence***

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

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

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

* *Practicum Stipend*

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

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

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

* *Ethical Conduct*

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

* *Prerequisite Courses*

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

PRE 690 Introduction to School Psychology

PRE 725 Educational Measurement

PRE 770 Developmental Psychopathology: Diagnosis, Intervention, & Prevention

PRE 798 Applied Behavior Analysis and Evidence-Based Interventions in School Psychology

PRE 805 Individual Intelligence Testing

PRE 835 Clinical Techniques in Academic Assessment and Intervention

PRE 860 Assessment of Behavior Problems and Personality

PRE 930 Ethics and Current Topics in School Psychology¹

PRE 965 Foundations of Psychoeducational Consultation

¹Ethics and Current Topics in School Psychology will be covered in PRE 690 Introduction to School Psychology beginning in Fall of 2009.

* *Supervision*

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

Evaluations of your skills will be done by the field and university supervisors through several ratings forms.

*** *Recent Practicum Sites***

- ❖ Wyandotte Special Education Cooperative (Kansas City, Kansas Public Schools)
- ❖ Turner School District (Kansas City, Kansas)
- ❖ DeSoto Public Schools (DeSoto, Kansas)
- ❖ Blue Valley Public Schools (Overland Park, Kansas)
- ❖ Lawrence Public Schools (Lawrence, Kansas)
- ❖ Topeka Public Schools (Topeka, Kansas)
- ❖ Northeast Kansas Education Service Center (Lecompton, Kansas)
- ❖ East Central Kansas Special Education Cooperative (Paola, Kansas)
- ❖ East Central Kansas Cooperative in Education (Baldwin City, Kansas)
- ❖ Olathe Public Schools (Olathe, Kansas)
- ❖ Center for Child Health and Development (Univ. of Kansas Medical Center - Ph.D. students only)

Practicum in School Psychology Questionnaire

Name: _____

Date: _____

Summer Address: _____

Summer Phone (____) _____

Practicum Questions

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

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

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

4. Would you be interested in a rural location for your practicum? If yes, how far would you be willing to drive? _____

5. Please list some types of experiences you would like to gain during practicum (i.e., family counseling, early childhood assessment and intervention, parent or teacher consultation, assessment and

intervention with multi-handicapped, deaf, blind students,
etc.)_____

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

Please bring this form to the practicum meeting!
School Psychology Practicum Supervisor
Rm 621 Pearson Hall
Dept. of Psychology & Research in Education
University of Kansas
Lawrence, Kansas 66045

Appendix E

**Council of Directors of School Psychology Programs
(CDSPP) Guidelines**

COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY PROGRAMS

GUIDELINES FOR MEETING INTERNSHIP CRITERIA IN SCHOOL PSYCHOLOGY¹

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

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill. The internship is the culminating training experience and follows a programmed sequence of experiences, including practica and field experiences. The program must allow the intern the opportunity for carrying out major professional functions under appropriate supervision.
2. The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing school psychological services. Interns with at least two years of experience in the delivery of school psychological services satisfactory to the preparing program may focus on supervision, consultation and other services to a greater extent than less experienced interns.
3. The internship agency employs a clearly designated and actively licensed/certified psychologists, who is responsible for the integrity and quality of the internship program. (It is not essential, however, for this person to be the one providing the supervision described below.)
4. Internship supervision should be provided by a professional school psychologist (according to criteria in the APA Specialty Guidelines for the Delivery of Services by School Psychologists - See Provider Section of Attachment). However, in cases where interns have two or more prior years of work experience in the delivery of school psychological services which is acceptable to the preparing institution, they may have supervision provided by any professional psychologist (as defined in the APA generic guidelines). This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review. (See 3 above.)
5. Reports by the intern to consumers must be cosigned by the psychologists responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible (supervising) psychologist.
6. The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, inservice training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending agency board meetings, and observing units in delivery of health and/or child care services.
8. Supervision and education as described in 6 and 7 above will account for at least 10% (150 hours) of the intern's time. Some of the activities may occur at times other than the "regular" work day.
9. The total internship experience may occur in more than one setting but must include a minimum of 1500 hours and must be completed within 24 months.² At least 600 of the 1500 total hours must be completed in a "school setting".^{3,4} When the

internship occurs in more than one setting and all specific internship agency criteria (i.e., #'s 1,2,3,4,5,6,7, and 15) must be met, the coordinator of intern placements for the graduate program must determine that appropriate evaluations of competence in each setting are obtained.

10. At least 25% (375 hours) of the intern's time is in direct client contact.
 11. The intern may spend up to 25% (375 hours) of the time in research activity. If the intern's research activity is not related to the agency's program, the research activities should not encroach on the duties agreed upon with the agency.
 12. The intern shall have scheduled and unscheduled opportunities to interact with interns, school psychologists, and/or other psychologists. It is desirable for the internship agency to have two or more such persons on the staff, but small agencies may meet this criterion by planning meetings with appropriate personnel in the area.
 13. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.
 14. Trainee has a titles such as "intern", "resident", "fellow", or other designation of trainee status.
 15. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.
-

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

Intern

Intern Supervisor

Internship Administrator

University Supervisor

Date

-
- ¹ In the absence of special circumstances, psychologists completing programs which meet these guidelines can expect that the internship requirement for listing in the National Register will be fulfilled. Intern programs which comply with these guidelines are eligible for listing in the *Directory of Internship Programs in Professional Psychology* (published yearly by the Association of Professional Psychology Internship Centers-APPIC).
 - ² School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two years.
 - ³ If the student has completed a prior internship (Ed.S.) of a least 600 hours in a school setting, the internship may be conducted in various acceptable agencies serving children and youth needing psychological services.
 - ⁴ School setting is defined as any private or public educational institution.

APPENDIX F

Field Evaluation Forms

University of Kansas School Psychology Field Placement Evaluation

Date: _____ Semester: _____ Mid __ End __ Year: _____

Student/Intern: _____ Supervisor: _____

Field placement: _____

Please check the field-based experience applicable to this evaluation:

Practicum (PRE 910 and PRE 911) _____

Ed.S. Internship (PRE 991) _____

Ph.D. Internship (PRE 992) _____

To the school psychology supervisor: Please complete this evaluation form at the middle and end of each semester, using a certified/licensed school psychologist as the basis for your ratings. Circle the number that best describes the student/intern's current skills in each specific area. Review this evaluation with the student/intern in a personal conference and provide the student/intern with a copy. Please include specific feedback on strengths and weaknesses and offer suggestions and methods for skill development. Return this form to:

School Psychology Program,
University of Kansas
PRE Department, 621 JRP
1122 West Campus Road
Lawrence, KS, 66045

Thank you for your time in supervising this student.

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

Performance Objectives

	<u>Poor</u>		<u>Average</u>		<u>Excellent</u>
1. Systematically collects information to identify strengths and needs and uses the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for decisions that have been made.	1	2	3	4	5
2. Collects data on individual students, families (as appropriate), educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, to assess current status, and to evaluate the effectiveness of the decision-making process.	1	2	3	4	5
3. Collects data about school and home environments and cognitive, social and behavioral factors that have a significant impact on children's school achievement	1	2	3	4	5

and personal competence.

4. Evaluates the components of environments that facilitate or impede learning or behavioral changes for infants and children and identifies how environmental factors and children's characteristics interact to affect academics and social/behavioral outcomes (i.e., functional behavior assessment).	1	2	3	4	5
5. Uses data to design, implement, and evaluate direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.	1	2	3	4	5
6. Assists school and other agency administrators with assessment and data-based decision making designed to meet accountability responsibilities.	1	2	3	4	5
7. Applies knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in the identification of factors that influence learning and behavior.	1	2	3	4	5
8. Administers, scores, and interprets individual tests of cognition, achievement, and social or emotional development.	1	2	3	4	5
9. Translates assessment results into clear, concise psychoeducational reports.	1	2	3	4	5
10. Maintains confidential records of evaluations and assessments.	1	2	3	4	5

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

Performance Objectives

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

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.

<u>Performance Objectives</u>	<u>Poor</u>	<u>Average</u>	<u>Excellent</u>
1. Uses child-centered learning principles to help children develop their abilities to be self-regulated learners.	1	2	5
2. Assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.	1	2	5
3. Assists in implementing a variety of assessment techniques and instructional methods to enhance learning of infants and children at the individual, group and systems levels.	1	2	5
4. In collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.	1	2	5
5. Shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.	1	2	5
6. Helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variation in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.	1	2	5
7. Links assessment information to the development of instructional strategies to meet the individual learning needs of children.	1	2	5
8. Uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.	1	2	5
9. Applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.	1	2	5

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.

<u>Performance Objectives</u>	<u>Poor</u>	<u>Average</u>	<u>Excellent</u>
1. Provides effective consultation, behavior assessment and	1	2	5

interventions, and counseling services.

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

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

Performance Objectives

	Poor	Average	Excellent		
1. Incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 2. Assists schools in identifying what is needed for students with diverse characteristics to succeed and what instructional or other modifications are required to address children’s difficulties. | 1 | 2 | 3 | 4 | 5 |
| 3. Promotes practices that help infants, children and families of all backgrounds feel welcome and appreciated in the school and community. | 1 | 2 | 3 | 4 | 5 |
| 4. Assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings. | 1 | 2 | 3 | 4 | 5 |

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

Performance Objectives

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

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

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

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.

<u>Performance Objectives</u>	<u>Poor</u>	<u>Average</u>	<u>Excellent</u>		
1. Designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.	1	2	3	4	5
2. Provides support and assistance for parents and helps them become comfortable, active, effective participants in school functions or activities (e.g., provides support for parents when participating on special education and IFSP/IEP teams and encourages parent involvement in school-wide committees and improvement teams).	1	2	3	4	5
3. Facilitates collaboration between schools and parents in designing school curriculum and interventions for students.	1	2	3	4	5
4. Educates schools and communities regarding the influence of family involvement on children's development and achievement and advocates for parent involvement in planning for their children and school governance whenever feasible.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 5. Helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies. | 1 | 2 | 3 | 4 | 5 |
| 6. Understands the relationship between infants, their families and community agencies and assists in coordinating services when programming for infants. | 1 | 2 | 3 | 4 | 5 |

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.

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

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

<u>Performance Objectives</u>	<u>Poor</u>	<u>Average</u>	<u>Excellent</u>		
1. Applies methods from psychology, education, special education, health care, and related fields in work with infants, children, parents, and professionals in schools	1	2	3	4	5

and other agencies.

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

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

<u>Performance Objectives</u>	<u>Poor</u>	<u>Average</u>	<u>Excellent</u>		
1. Uses word processing, spreadsheets, test scoring software, and other computer resources to function more effectively and efficiently.	1	2	3	4	5
2. Uses information resources and technology (e.g., CDROM, the World Wide Web, email, interactive television, distance learning technology) to acquire information, current research findings, and continuing professional development.	1	2	3	4	5
3. Uses technology when designing, implementing and evaluating instructional programs or interventions for infants, children and youth.	1	2	3	4	5

Specific comments on strengths and weaknesses:

Suggestions and methods for further development of skills:

Professional Work Characteristics – Please note instructions below.

For Practicum: Use the following descriptors: 1 = Does not demonstrate competence, 2 = Demonstrates emerging competence, and 3 = Demonstrates preinternship competence.

For Internship: Use the following descriptors: 1 = Does not demonstrate competence, 2= Demonstrates emerging competence, and 3 = Demonstrates professional competence.

1.	Rapport with filed supervisors	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
2.	Enthusiasm	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
3.	Cooperative	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
4.	Dependable	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3

5.	Prompt	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
6.	Productive	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
7.	Appropriately independent	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
8.	Adaptive/Flexible	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
9.	Communicates effectively	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
10	Demonstrates respect for human diversity	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
11	Positive professional image	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
12	Able to problem-solve	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3

13	Understands and accepts strengths and weaknesses	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
14	Personally and professionally mature	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
15	Able to effectively deal with stress	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
16	Able to actively address weakness	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3
17	Performs ethically in all situations	Does not demonstrate competence	Demonstrates emerging competence	Demonstrates pre-internship competence
		1	2	3

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

Signatures:

Field Supervisor:

Print Name: _____

Signature: _____

License Number: _____

Credentials (EdS, PhD, NCSP) _____

Practicum Student:

Print Name: _____

Signature: _____

University of Kansas
Department of Psychology and Research in Education
Practicum and Advanced Practicum in School Psychology
PRE 910/911

Practicum Competency and Contract Form***

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

Schools (locations): _____ University of Kansas Supervisor _____ Semester/Year _____

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

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

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

I fully understand the requirements described in this competency form. _____ yes; _____ no.

_____ Student

_____ Field Supervisor(s)

_____ University Supervisor

The competencies/assignments are separated into seven categories:

- 1.0 Formal Assessment refers to the ability to administer and interpret appropriate standardized psychoeducational tests for the purpose of making decisions concerning a student's intellectual, academic or emotional development.
- 2.0 Informal Assessment refers to the ability to use and interpret non-standardized assessment instruments such as behavior rating scales, checklists, curriculum based assessment and/or screening instruments.
- 3.0 Consultation refers to the ability to demonstrate interpersonal skills in effective consultations with parents, teachers, and other support personnel.
- 4.0 Intervention refers to the ability to implement appropriate psychoeducational recommendations and to have knowledge of effective psychological interventions for academic, emotional and behavior problems.
- 5.0 Administration refers to the ability to describe the organization and procedures of the school psychological services in which the practicum is taking place; and refers to the ability to independently organize and plan for the most efficient and appropriate provision of school psychological services.
- 6.0 Individual Differences refers to the ability to work effectively with children from different ethnic backgrounds, handicapping conditions, and age levels and their parents.

1.0 FORMAL ASSESSMENT SKILLS/ASSIGNMENTS

Assignments for:

Date Assignment Completed

- 1.1 Administer at least 4 current standardized intelligence tests. [Note tests administered in margin] _____
- 1.2 Administer, score, and interpret at least one standardized reading test. [Note test in margin]_____
- 1.3 Administer, score, and interpret at least one standardized math achievement test. [Note test in margin]_____
- 1.35 Administer and interpret oral and written language tests [Note tests in margin] _____
- 1.4 Administer, score and interpret at least 2 tests of general academic achievement. [Note test in margin]_____
- 1.5 Administer an adaptive behavior scale (SIB-R, Vineland or some other appropriate scale for measuring adaptive behavior) and be able to integrate the results with what you learned from other intelligence and achievement testing. [Note test in margin]_____
- 1.6 Administer at least one evaluation in the visual-perceptual area. [Note test in margin] _____
- 1.7 Complete at least one evaluation using a personality or social-emotional instrument. [Note test in margin]_____
- 1.8 Complete at least one evaluation using behavior rating scales (i.e., ASEBA, BASC-2),_____
- 1.8a. Teacher completed behavior rating scale _____
- 1.8b. Parent completed behavior rating scale _____
- 1.8c. Student completed behavior rating scale _____
- 1.9 You should be able to independently select appropriate assessment instruments whether they are formal or informal techniques. That is, you should be able to decide independently what information you need to answer a referral question, and select the appropriate assessment approach that will most readily assist you in obtaining that information. _____
- 1.91 Completes four written psychological reports. _____
- 1.92 Present the results of a complete psychological evaluation in at least one of the following formats: conferences; parent conferences; or formal staffings _____

Other Formal

Assessments/Assignments/Objectives _____

Notes:

2.0 INFORMAL ASSESSMENT SKILLS/ASSIGNMENTS

<u>Assignments for:</u>	<u>Date Assignment Completed</u>
2.1 Administer and interpret at least criterion referenced test. [Note test in margin]	_____
2.2 Administer and interpret at least one projective instrument (i.e., incomplete sentences, KFD, HTP).	_____
2.3 Conduct one clinical interview with a parent, teacher and student.	_____
2.4 Collect and evaluate permanent products from at least three children and use these as part of the comprehensive evaluation.	_____
2.5 Complete at least one curriculum based assessment for a student.	_____
2.6 Complete at least one assessment of the academic environment using formal and informal tools.	_____
2.7 Record at least one systematic observation of a child's behavior using an appropriate behavioral observation technique. Your observation procedures should include a definition of the behavior under observation and a rationale for your choice of observational procedure.	_____
2.8 Obtain information from "current" psychological evaluations and/or reports from other professionals such as speech clinicians, teachers, counselors, private doctors or psychologists.	_____
2.9 Obtain relevant information from the child's educational folder at his/her school. Examples are results of group achievement tests, group reading tests, group intelligence tests or anecdotal records made by previous teachers.	_____
2.91 Complete two functional behavior assessments (FBA).	_____

Other Informal

Assessments/Assignments/Objectives _____

Notes:

3.0 CONSULTATION SKILLS/ASSIGNMENTS

Assignments for:

Date Assignment Completed:

- 3.1 Prepare and deliver an introduction of yourself and the services the you will be providing during the upcoming school year including consultation. _____
- 3.2 Complete at least three consultations involving the teacher, parent, or other support personnel. _____
- 3.2a. Collaboratively develop the definition of the target behavior. _____
- 3.2b. Collect data for evaluating the effectiveness of consultation. _____
- 3.2c. Use an ecobehavioral and problem-solving approach to consultation. _____
- 3.2d. Use functional assessment in the consultation process. _____
- 3.2e. Use evidence-based interventions in consultation where possible. _____

Other Consultation

Assignments/Objectives _____

Notes:

4.0 INTERVENTION SKILLS/ASSIGNMENTS

Assignments for:

Date Assignments Completed:

- 4.1 Integrates assessment results in both oral forms (staffings, conferences) and written forms (psychological reports, etc.). _____
- 4.2 The practicum student will design and at least assist the teacher in the implementation of at least one behavioral intervention. _____
- 4.3 The practicum student will assist the teacher design and implement some recommendations for educational remediation for at least one student. These recommendations may consist of providing curriculum materials or demonstrating particular changes in teaching methodology. _____
- 4.4 Complete at least the major references regarding test review, e. g. Tests in Print and Buros' Mental Measurement Yearbook. At least one commercially prepared text needs to be evaluated using these resources and information taken from the test manual. _____
- 4.5 Demonstrates familiarity with methods of evaluating behavior change such as GAS, VAS charting proceedings, etc. This ability needs to be demonstrated with at least one student _____
- 4.6 The practicum student will assist a student in the implementation of self-monitoring procedures either to gain baseline information or evidence of behavior change. _____
- 4.7 The practicum students will plan and implement an individual counseling program with two students. _____
- 4.8 The practicum student will plan and implement at least one group counseling program. _____
- 4.9 Collaborate in the development of an instructional intervention (e.g., SAT, IEP or consultation). _____

Other Consultation

Assignments/Objectives _____

Notes:

5.0 ADMINISTRATIVE SKILLS/ASSIGNMENTS

Date Assignments Completed:

- 5.1 Collaborate in the process of making appropriate cross-referrals to other professionals both in the school system and the community who work with children with special needs. _____
- 5.2 Demonstrates knowledge of the referral screening process, parent permission regulations, assessment procedures, cross-referral process, crisis management procedures record-keeping guidelines and, requirements and procedures for placement in a special class. _____
- 5.3 Knowledge and application of federal (e.g., IDEA), Kansas and local regulations and regarding multidisciplinary assessment. Including:
 - 5.4 Initial Evaluations _____
 - 5.5 Re-evaluations _____
 - 5.6 Non-biased assessment _____
 - 5.7 Least Restrictive Environment _____
 - 5.8 I.E.P.'s _____
 - 5.9 FERPA _____
- 5.9 Demonstrates effective time management and organizational skills. _____
- 5.91 Adheres to NASP and APA ethical principles. _____

6.0 INDIVIDUAL DIFFERENCES/ ASSIGNMENTS

Date Assignments Completed:

- 6.1 Psychologically evaluate, consult and otherwise intervene on behalf of a child with mental retardation, behavior disorder or a learning disability. _____
- 6.2 Psychologically evaluate, consult and otherwise intervene on behalf of a child with a pervasive developmental disorder. _____
- 6.3 Psychologically evaluate, consult and otherwise intervene on behalf of an infant, toddler, preschooler or a child with multiple handicaps. _____
- 6.4 Psychologically evaluate, consult and otherwise intervene on behalf of students in the following grades:
 - 6.4a. Elementary _____
 - 6.4b. Secondary (e.g., middle, junior high or high school) _____
- 6.5 Psychologically evaluate, consult and otherwise intervene on behalf of a child who is African-American, Hispanic or a member of some other ethnic group. _____

Other Individual Differences

Assignments/Objectives _____

Notes:

Appendix G

Ed.S. Course Sequence

University of Kansas-School Psychology Program

Ed.S. Program Checklist

Name: _____ Student #: _____ Date: _____

Advisor: _____ Advisor Signature: _____

FIRST YEAR

Fall Semester

Date Taken

PRE 690 – Introduction to School Psychology (3 hrs.) _____
PRE 725 - Educational Measurement (3 hrs.) _____
PRE 770 - Developmental Psychopathology:Diagnosis, Intervention, & Prevention (3 hrs.) _____
PRE 798 - Special Course: Applied Behavior Analysis and Evidence-Based
Interventions in School Psychology (3 hrs.) _____
PRE 805 - Individual Intelligence Testing (3 hrs.) _____

Spring Semester

PRE 705 – Human Development Through the Life Span (3 hrs.) _____
PRE 835 – Clinical Techniques in Academic Assessment and Intervention (3 hrs.) _____
PRE 860 – Assessment of Behavior Problems & Personality (3 hrs.) _____
PRE 965 – Foundations of Psychoeducational Consultation (3 hrs.) _____

Summer Semester

PRE 710 – Introduction to Statistical Analysis* (3 hrs.) _____
PRE 711 – Lab for Introduction to Statistical Analysis * (1 hr.) _____
PRE 715 - Understanding Research in Education (3 hrs.) _____

SECOND YEAR

Fall Semester

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

Spring Semester

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

Summer Semester

PRE 947 Specialist Research (May be taken in 1-4 credit hour segments) (4 hrs.) _____

THIRD YEAR

Fall Semester

PRE 991 – Ed.S. Internship in School Psychology (5 hrs.) _____

Spring Semester

PRE 991 – Ed.S. Internship in School Psychology (5 hrs.) _____

Note: PRE 710 and PRE 711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying test (i.e., achieves an 80% on the total exam); Early Childhood licensure requires PRE 960 Assessment of Infants, Toddlers, and Young Children (3 hrs.) and at least 100 clock hours of supervised experience with young children and families during either the practicum sequence or internship. Ethics and Current Issues in School Psychology will be covered in PRE 690 Introduction to School Psychology

2009

Appendix H

Ph.D. Course Sequence

University of Kansas
School Psychology Program
 Ph.D. Program Checklist

Name: _____ Student #: _____ Date: _____

Advisor: _____ Advisor Signature: _____

FIRST YEAR

Fall Semester

Date Taken

- PRE 690 – Introduction to School Psychology (3 hrs.) _____
- PRE 725 - Educational Measurement (3 hrs.) _____
- PRE 770 - Developmental Psychopathology:Diagnosis, Intervention, & Prevention (3 hrs.)_____
- PRE 798 - Special Course: Applied Behavior Analysis and Evidence-Based
Interventions in School Psychology (3 hrs.) _____
- PRE 805 - Individual Intelligence Testing (3 hrs.) _____

Spring Semester

- PRE 705 – Human Development Through the Life Span (3 hrs.) _____
- PRE 835 – Clinical Techniques in Academic Assessment and Intervention (3 hrs.) _____
- PRE 860 – Assessment of Behavior Problems & Personality (3 hrs.) _____
- PRE 965 – Foundations of Psychoeducational Consultation (3 hrs.) _____

Summer Semester

- PRE 710 – Introduction to Statistical Analysis* (3 hrs.) _____
- PRE 711 – Lab for Introduction to Statistical Analysis * (1 hr.) _____
- PRE 715 - Understanding Research in Education (3 hrs.) _____

Apply for Residency

SECOND YEAR

Fall Semester

- Social Basis of Behavior Elective (PSYC 774, PSYC 775, or PSYC 777) (3 hrs.) _____
- PRE 855 - Psychoeducational Clinic I: Assessment, Consultation and
Intervention (3 hrs.) _____
- Course in Learning (PRE 704 or PRE 807) (3 hrs.) _____
- SPED 725 - Introduction to the Psychology and Education of Children and Youth with
Disabilities (3 hrs.) _____

Spring Semester

- Biological Basis of Behavior Elective (PSYC 961) (3 hrs.) _____
- PRE 880 – Legal, Ethical, & Professional Issues (3 hrs.) _____
- PRE 798 – Special Course: Consultation Systems and Program Evaluation (3 hrs.) _____
- PRE 865 – Psych. Clinic II: Assessment, Consultation and Intervention (3 hrs.) _____

Select Minor Advisor

Summer Semester

- PRE 810 – Regression (3 hrs.) _____
- Course in history, philosophy, or social foundations of education (ELPS 770, ELPS 771,
or ELPS 775) (3 hrs.) _____
- Course in curriculum or instruction (C&T 709, C&T 800, or C&T 806) (3 hrs.) _____

THIRD YEAR

Fall Semester

- PRE 902 – Research Methodology in Education (3 hrs.) _____
- PRE 811 – Analysis of Variance (3 hrs.) _____
- PRE 910 – Practicum in School Psychology (3 hrs.) _____
- PRE 975 - Therapeutic Intervention: Home and School (3 hrs.) _____

Spring Semester

- History and Systems of Psychology (ABSC 921, PRE 958, or PSYC 805) (3 hrs.) _____
- PRE 803 - Computer Applications for Statistical Analysis (3 hrs.) _____
- PRE 911 - Advanced Practicum in School Psychology (3 hrs.) _____
- PRE 996 - College Teaching in _____ (2 hrs.) _____
- Minor Elective (3 hrs.) _____

Ed.S. Comprehensive Exam (Praxis II)

Summer Semester

- PRE 875 Cross Cultural Counseling or ELPS 743 Foundations of Multicultural Education (3 hrs.) _____
- Specialist Research (4 hrs. - may be taken in 1-4 credit hour segments) - optional _____
- Minor Elective (3 hrs.) _____

KU Human Subjects Committee - Lawrence (HSC-L) Approval for Ed.S. Project

FOURTH YEAR

Fall Semester

- PRE 991 - Ed.S. Internship optional (part-time) (2 hrs.) _____
- Minor Elective (3 hrs.) _____
- Minor Elective (3 hrs.) _____

Spring Semester

- PRE 991 - Ed.S. Internship optional (part-time) (2 hrs.) _____
- Elective: Research Skills (PRE 822, PRE 905**, PRE 906, or PRE 922) (3 hrs.) _____

Ph.D. Comprehensive Exam

Summer Semester

- PRE 999 – Doctoral Dissertation (6 hrs.) _____

Fifth Year

Fall Semester

- PRE 992 – Ph.D. Internship in School Psychology (5 hrs.) _____
- PRE 999 – Doctoral Dissertation (6 hrs.) _____

Spring Semester

- PRE 992 – Ph.D. Internship in School Psychology (5 hrs.) _____
- PRE 999 – Doctoral Dissertation (6 hrs.) _____

* PRE 710/711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying exam (i.e., achieves an 80% on the total exam).

** PRE 905 is recommended.

*** Birth to Three (B-3) licensure requires PRE 960 Assessment of Infants, Toddlers, and Young Children (3 hrs.) **and** at least 100 clock hours of supervised experience with infants and toddlers (B-3), their teachers, and/or parents during either the practicum sequence or internship.

Appendix I

Doctoral Program Requirements

DOCTORAL PROGRAM REQUIREMENTS

Professional School Psychology (SPSY) Area

- 1. Psychodiagnostic Assessment, Consultation and Intervention, and Professional Practice (all required unless indicated) 42 hrs**
PRE 690 Introduction to School Psychology
PRE 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention
PRE 798 Special Course: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology
PRE 798 Special Course: Consultation Systems and Program Evaluation
PRE 805 Individual Intelligence Testing
PRE 835 Clinical Techniques in Academic Assessment and Intervention
PRE 855 Psychoeducational Clinic I: Assessment, Consultation, and Intervention
PRE 860 Assessment of Behavior Problems and Personality
PRE 865 Psychoeducational Clinic II: Assessment, Consultation, and Intervention
PRE 880 Legal, Ethical, and Professional Issues
PRE 910 Practicum in School Psychology
PRE 911 Advanced Practicum in School Psychology
PRE 965 Foundations of Psychoeducational Consultation
PRE 975 Therapeutic Intervention: Home and School
-
- PRE 991 Ed.S. Internship (optional) (4-10 hrs)
PRE 992 Ph.D. Internship
-
- PRE 960 Assessment of Infants, Toddlers, and Young Children* (elective)
- 2. Learning and Development (must take one learning course and one development course) 6 hrs**
PRE 704 Advanced Educational Psychology: Learning Processes in Education or
PRE 807 Theories and Research in Human Learning and
PRE 705 Human Development Through the Life Span
- 3. Statistics, Psychoeducational Measurement, and Research Design (all four courses required) 10 hrs**
**PRE 710 Introduction to Statistical Analysis
**PRE 711 Lab for Introduction to Statistical Analysis
PRE 715 Understanding Research in Education
PRE 725 Educational Measurement
- 4. Special Education (must take the course listed below) 3 hrs**
SPED 725 Introduction to the Psychology and Education of Children and Youth with Disabilities
- 5. ***Education Core (must take one history, philosophy, or social foundations of education course and one curriculum or instruction course, one learning or development course [fulfilled by #2 above], and one research design or statistics [fulfilled by Research Skills area below]) 6 hrs**
ELPS 770 History and Philosophy of Education (formerly T&L 770) or
ELPS 771 Philosophy of Education I (formerly T&L 771) or
ELPS 775 History of Education and Culture in America (formerly T&L 775) and
C&T 709 Foundations of Curriculum and Instruction (formerly T & L 740) or
C&T 800 Foundations of Curriculum Development (formerly T & L 842) or
C&T 806 Instructional Strategies and Models

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

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

2. Cognitive-Affective Bases of Behavior (met through professional SPSY area) -----

3. Social Bases of Behavior (met through professional SPSY area plus one of the following) **3 hrs**
PSYC 774 Advanced Social Psychology I or
PSYC 775 Advanced Social Psychology II or
PSYC 777 Social Psychology: Theory, Research and Clinical Applications or

4. Individual Bases of Behavior (met through professional SPSY area) -----

5. History and Systems of Psychology (met through the professional SPSY area plus one of the following courses) **3 hrs**
ABSC 921 The History and Systems of Psychology or
PRE 958 History of Psychology or
PSYC 805 History of Psychology

Research Skills (students must take PRE 810, PRE 811, and PRE 902) plus 6 hours in measurement, statistics, evaluation, or research design) **15 hrs**
PRE 810 Regression Analysis
PRE 811 Analysis of Variance
PRE 902 Research Methodology in Education
PRE 803 Computer Applications of Statistical Analyses (elective)
PRE 822 Educational Scales, Questionnaires, and Sampling (elective)
PRE 905 Multivariate Analyses (elective)
PRE 922 Item Response Theory (elective)

Appreciation/Sensitivity to Ethnic and Cultural Diversity (must take one of the following) **3 hrs**
PRE 875 Cross-Cultural Counseling or
ELPS 743 (formerly T&L 743) Foundations in Multicultural Education (cross listed as C&T 807)

Supervised College Teaching (all students must take the following course) **2 hrs**
PRE 996 College Teaching Experience in _____.

Minor Area **12 hrs**
A minor of at least 12 hours of approved study outside the school psychology program is required.

Ph.D. Internship (all students must complete a full-year internship) **10 hrs**
PRE 992 Ph.D. Internship in School Psychology

Additional Requirements (all students must complete the following)

Comprehensive exams - written and oral comprehensive exams

Dissertation

18 hrs

Total (without including the Ed.S. Internship credit hours)

136 hrs

* Birth to Three (B-3) licensure requires PRE 960 Assessment of Infants, Toddlers, and Young Children (3 hrs.) **and** at least 100 clock hours of supervised experience with infants and toddlers (B-3), their teachers, and/or parents during either the practicum sequence or internship.

** PRE 710 and PRE 711 may be waived when the student has taken an undergraduate statistics course and successfully passes a qualifying test.

***The history, philosophy, or social foundations of education course, and the curriculum or instruction course may be waived if a student holds the bachelor's degree in education.

Appendix J

Miscellaneous: Academic Misconduct

UNIVERSITY SENATE RULES AND REGULATIONS (USRR) 2.6.1 ON ACADEMIC MISCONDUCT

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized change of grades; unauthorized use of University approvals or forging of signatures; falsification of research results, plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

USRR 2.6.2 describes the process that is to be followed in treating work as unsatisfactory if it is a product of academic misconduct. After consultation with the Department Chairperson, an instructor may, with due notice to the student, treat as unsatisfactory (1) any student work that is the product of academic misconduct or (2) a student's performance for a course when there are severe or repeated instances of academic misconduct as defined in Section 2.6.1. If an instructor deems other sanctions for academic misconduct by a student to be advisable, or if a student wishes to protest a grade based upon work judged by an instructor to be the product of academic misconduct, or if a faculty member is charged with academic misconduct in connection with the assignment of a grade or otherwise, the case shall be reported to the Dean of the College or School in which the course is offered and processed in accord with applicable procedures.

The complete text of the USRR on academic misconduct is available at <http://www.ku.edu/~unigov/usrr.html> - art2sect6.

Appendix K

Formative and Summative Assessment

In our electronic copy of the University of Kansas School Psychology Program Handbook, the University of Kansas Formative and Summative Assessment Brochure may be viewed at http://soe.ku.edu/uploads/pre/SPSY_Brochure_on_Outcomes.pdf. In our hard copies of the University of Kansas School Psychology Program Handbook, our brochure is located on this page and the next page.