

**The School Psychology Program
Handbook**

Wichita State University

2020-2021

The School Psychology Student Handbook

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Introduction

School psychologists fulfill varied but important roles and responsibilities within the profession. These roles and responsibilities inform the professional learning provided in the WSU School Psychology program. Course work encompasses educational and psychological foundations including human development, learning theory, psychopathology, human exceptionality. Among the skills required for School psychologists are the ability to make data-based decisions informed by knowledge of individuals and environments. While roles and responsibilities of School Psychologists vary widely, in all cases, ethical, legal, and best practice standards guide decisions that enable them to function successfully in situations that are often ambiguous.

A great deal of the work completed by School Psychologists involves the use of research and technology to collect and analyze data. School psychologists use assessment data in a problem-solving process to optimize the educational experiences of students through both prevention and intervention. Collaborating with others to solve problems may take the form of services in which the school psychologist works directly with students or indirectly in consultation with educators and families.

This handbook is designed to provide you with information about the program, policies and procedures for the Wichita State University School Psychology program. The handbook is subject to change at any time. In case of any conflict with Board of Regents policies, or policies of the University, said policies may be deemed and considered as controlling.

Overview and Philosophy

The Department of Counseling, Educational Leadership, Educational and School Psychology (CLES) offers the Specialist in Education (EdS) degree in School Psychology. The School Psychology program at Wichita State University is based on the practitioner-scientist model, in which, a scientific evidence-based orientation to practice is emphasized throughout program training. The goal of our program is to prepare students to be psychoeducational consultants and competent school psychologists whose services positively impact consumers served.

Specifically, as practitioners who collaborate with educators and families to promote healthy cognitive, social, and emotional development of children and youth. Prominent among their services are consultation, assessment, and intervention. It is our philosophy that all children and young learners have the right to be successful. The program model is consistent with the mission and vision of the university to require students to apply their skill sets in practical, real world contexts. In addition, the program is organized around the National Association of School Psychologists (NASP) standards and is designed for students to meet state competencies and acquire school licensure from the Kansas State Department of Education. The Wichita State University School Psychology program is fully accredited by the National Association of School Psychologists (NASP).

The program offers the Educational Specialist (EdS) degree with two optional tracks; post-masters (39 credit hours) and post-baccalaureate (60 credit hours). The postmasters option requires 39 credit hours of coursework beyond a master's degree. More credits may be required if students are not able to demonstrate prerequisite knowledge requirements. The post-baccalaureate option requires 60 credit hours beyond a bachelor's degree. The degree is awarded upon completion of coursework and practicum. The program curriculum is organized to progress from introductory and theory classes at the master's level to integration and application at the specialist level. The preparation program culminates with three semesters (full-time) of field experiences.

Guiding Principles and Fundamental Beliefs

The Mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good. Wichita State University's vision for the preparation of educational professionals is built upon the mission statement of the University supported by the missions of the colleges represented in the unit: The College of Applied Studies, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School.

The School Psychology Program subscribes to Wichita State University's commitment to preparing students to be knowledgeable, skilled, and proactive change agents. The program shares the vision, explained in the College of Applied Studies 's Conceptual Framework, of preparing educational personnel who are competent, collaborative, reflective professionals and subscribes to the unit's basic beliefs in the dignity and inherent worth of all persons and in the central role of education in a democratic society:

School psychologists are committed to the psychological, educational, social, and emotional well-being of all children, youth, and their families. They practice data-based decision-making and accountability; collaborate with families and other educators in the problem-solving process; and are responsive to human diversity. They act in accordance with ethical guidelines, legal principles, and best practices of the profession. School psychologists are knowledgeable, competent, and effective in providing a diverse range of psychological and educational services, focused on attaining positive outcomes in the domains of school psychology practice.

The School Psychology Program holds the following supportive beliefs relevant to the preparation of school psychologists:

1. We believe that school psychologists strive to promote positive outcomes in the lives of children and their families.
2. We believe that cognitive, emotional, and behavioral functioning can be understood from an ecological perspective, focusing upon the reciprocal interaction between the individual, the environment, and the ecosystem within which the individual operates.
3. We believe that research and theory are fundamental to responsible practice. Decisions should be data-based, informed by current research and best practice.
4. We believe in the value of working collaboratively with other individuals in teamwork efforts. School psychologists serve children best in partnership with families and schools.
5. We believe that human diversity is an asset to be valued and used to enhance the practice of school psychology.
6. We believe that school psychologists must always act with professional integrity and operate within the ethical guidelines and legal parameters of the profession.
7. We believe that school psychologists use technology to improve their services to children, families, and schools.
8. We believe that our preparation of school psychologists can be continuously improved through the judicious assessment of our current training program.

Program Goals

The objective of the School Psychology Training Program at Wichita State University is to prepare school psychologists as scholar practitioners who collaborate with educators and families to promote the learning and mental health of all students. The focus of the Program is to train its graduates to have competencies in (a) identification of appropriate evidence-based education and mental health services; (b) implementation of data-based, empirically supported, and culturally competent interventions; (c) commitment to continue development of competencies in the profession; and (d) delivery of a continuum of services to promote the healthy development of students, families, and schools.

Program goals are aligned with the standards for graduate preparation of school psychologists established by the National Association of School Psychologists (2010). The standards for licensure of school psychologists of the Kansas State Department of Education (2002) relate to the NASP practice domains. The pervasive organizing theme of the program is data-based decision-making and accountability (the first practice domain).

The School Psychology Program prepares graduates with the following attributes:

1. Graduates have knowledge of a variety of methods of assessment and data collection in order to identify strengths and needs in a school setting, as well as developing and monitoring the progress and outcomes of services and programs. They learn and continue to develop skills in using psychoeducational assessment, data collection methods, and technology resources in the design, implementation, and evaluation of responses to services and programs. *(Data-Based Decision-Making and Accountability)*
2. Graduates use their knowledge of a variety of consultation models, methods, and applications to collaborate and consult effectively with individuals, families, groups, and systems in designing, implementing, promoting, and evaluating effective service delivery. *(Consultation and Collaboration)*
3. Graduates are knowledgeable about (a) the impact of biological, cultural, and social influences on academic skills; (b) learning, cognitive, and developmental processes; and (c) evidence-based curriculum and instructional interventions. They collaborate with others in the development of appropriate cognitive and academic goals for students, using assessment and data-driven methods in the implementation and evaluation of effective interventions to achieve these goals. *(Interventions and Instructional Support to Develop Academic Skills)*
4. Graduates are knowledgeable about (a) the impact of biological, cultural, developmental, and social influences on mental health and behavior; (b) the impact of emotional and behavioral states on learning and life skills; and (c) evidence-based strategies for the development of healthy social-emotional functioning and mental health. They collaborate with others in using assessment and data-driven methods and promoting services supportive of socialization, learning, and mental health. *(Interventions and Mental Health Services to*

Develop Social and Life Skills)

5. Graduates are knowledgeable about (a) school and systems structure, theory, and organization; (b) general education and special education; (c) technology materials and resources; and (d) research-based school practices that enhance positive academic outcomes, learning, socialization, and mental health. In collaboration with others, they develop and provide strategies to create safe, supportive, and effective learning environments for students and others. (*School-Wide Practices to Promote Learning*)
6. Graduates are knowledgeable about factors influencing resilience and risk factors in learning and mental health, school and community services which support multi-tiered prevention of crises, as well as effective strategies for crisis response. (*Preventive and Responsive Services*)
7. Graduates have research-based knowledge related to family systems, culture, strengths, and needs; they use evidence-based strategies to incorporate families in the learning, socialization, and mental health of their children. They collaborate with others in designing, implementing, and facilitating family/school interactions with community agencies to promote and provide comprehensive services to children and families. (*Family-School Collaboration Services*)
8. Graduates are knowledgeable about (a) individual differences, abilities, disabilities and other characteristics of diversity; (b) research and theories on diversity factors for students, families, and schools; (c) factors influencing students, such as culture, context, and role differences; and (d) evidence-based interventions that enhance services to students and address possible influences related to diversity in a proactive way. (*Diversity in Development and Learning*)
9. Graduates use knowledge of research—including design, statistics, measurement, different data collection and analysis techniques, and program evaluation methods—to understand research and interpret data pertaining to individuals, and in schools and other settings. In collaboration with others, they use research as a foundation for delivery and improvement of services in the processes of data collection, measurement, analysis, and program evaluation. (*Research and Program Evaluation*)
10. Graduates have knowledge of their profession’s history, foundations, standards, models, and methods, and of public policy development; they act in accordance with appropriate legal, ethical, and professional standards; and they are prepared to engage in career-long professional development. They participate in responsive, ethical, and purposive decision-making; work collaboratively with other professionals; and demonstrate professional work characteristics in their practice as school psychologists. They exhibit respect for individual diversity and social justice, as well as effective communication and interpersonal skills. They access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services. They are responsible, adaptable, dependable, and take the initiative in the effective practice of school psychology. (*Legal, Ethical, and Professional*)

Practice)

Reference:

National Association of School Psychologists. (2010). *Standards for graduate preparation of school psychologists*. Bethesda, MD: Author.

Program Updates

Wichita State University continually reviews its programs and seeks to improve the opportunities offered for students. In the Fall of 2018, the school psychology program began a series of significant course changes. These course changes began to be implemented in Fall of 2019. These changes addressed a variety of goals.

The primary goal of the program updates was to more closely align course and program requirements to more closely align with and address the NASP standards. We reviewed the feedback from the previous NASP site visit and applied this information when making all course and program adjustments. We also took feedback from the community and developed the courses and program to address community needs related to classroom behavior concerns, interventions, and assessing diverse populations.

Second, courses were adjusted to offer the opportunity for students to complete three elective courses within the course sequence. Electives allow students to specialize in counseling, applied behavior analysis, educational psychology, and other specialty areas offered within the CLES department.

Third, electives were introduced that align with a course sequence verified by the Association for Behavior Analysis International as meeting specific coursework requirements, content hours, and faculty standards. Students who complete the verified course sequence are eligible to obtain supervised hours and sit for the BCBA exam.

Finally, a course in multicultural issues was introduced. Prior to the revisions, while multicultural issues were embedded within the courses in the program, students did not complete a dedicated course on diversity. Wichita is a diverse community and students were seeking additional training in working with diverse populations.

Faculty

Full-Time Faculty

Angela Beeler, PhD, School Psychology

Program Coordinator
Assistant Professor of School Psychology
& Applied Behavior Analysis
Office: 309 Hubbard Hall
Phone: (316) 978-5259
Fax: (316) 978-6996
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Courses Taught Regularly

CLES 715, Concepts and Principles of Behavior Analysis
CLES 721, Fundamental Elements in Behavior Change & Specific Behavior Change Procedures
CLES 861, Behavioral, Social, and Emotional Assessment
CESP 859, Curriculum Based Academic Assessment and Intervention
CESP 914, Consultation Techniques
CESP 977, Internship in School Psychology

C. Mia Bonitto, PhD, School Psychology

Clinical Professor of School Psychology
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E-mail: Mia.Bonitto@wichita.edu

Courses Taught Regularly

CESP 855, Individual Intelligence Assessment
CESP 854, Individual Achievement Assessment
CESP 858, Research, Program Evaluation, and Assessment
CESP 946, Practicum in School Psychology
CESP 977, Internship in School Psychology

Education

Ph.D. Educational Psychology, Major Concentration: School Psychology, Oklahoma State University
M.S. Educational Psychology, Specialization in School Psychometrics, Oklahoma State University
B.A. Psychology, University of South Florida

Research and Professional Interests

Behavioral principles of learning, Academic and Behavioral Interventions, Evidence based diagnostic and treatment services for individuals with Autism Spectrum Disorder, and Single Subject Research Designs

Education

Ph.D. School Psychology, University of Kansas
Ed.S School Psychology, University of Kansas
BA Double Major Psychology and Communication

Research and Professional Interests

Assessment Techniques & Interpretation
Adolescent Therapy Techniques
Research Methodology

Justine Celoni, PhD, School Psychology

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& Applied Behavior Analysis
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Courses Taught Regularly
CLES 723, Single Subject Designs

Education

Ph.D. Educational Psychology, Major
Concentration: School Psychology, Oklahoma
State University
M.S. Educational Psychology, Concentration in
School Psychometrics, Oklahoma State
University
B.A. Double Major Psychology and Spanish,
Central College

Research and Professional Interests

English Language Learner Assessment
Spanish Bilingual Assessment
Academic & Behavioral Interventions
Severe Problem Behavior
Developmental Disabilities
Program Evaluation

Other Contributing Faculty

Jody Fiorini, PhD, Counseling

Associate Professor of Counseling &
Department Head of Counseling,
Educational Leadership, Educational &
School Psychology
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Courses Taught Regularly
CESP 728, Theories of Human
Development
CESP 821, Multicultural Issues
CESP 824, Techniques of Counseling

Education

Ph.D., Counselor Education & Supervision,
Emphasis in School & Higher Education
Counseling, Syracuse University
M.S.Ed., Counselor Education, SUNY Oneonta
B.A., Linguistics, Binghamton University

Research and Professional Interests

Social Justice Issues
Disability, Race, Class, & Gender Counseling
Multicultural Issues
Physical, Emotional, & Learning disabilities
Grief/Loss and Relationship Issues
Anxiety, Depression, & Stressful Life
Transitions

Susan Bray, PhD, Counseling

Associate Professor of Counseling &
Play Therapy

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Courses Taught Regularly

CESP 803, Counseling Theories

CESP 824, Techniques of Counseling

Daniel Farley

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Department

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Psychology

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Education

Ph.D., Counselor Education, Texas A&M
University Commerce

M.S., Counseling Psychology, Louisiana State
University in Shreveport

M.A., Counseling and Guidance, Louisiana
Tech University Barksdale

B.S., Accounting, Louisiana State University in
Shreveport

Research and Professional Interests

Poverty

Multicultural Competency

Courses Taught Regularly

CESP 840 - Introduction to School Psychology
and Exceptional Children

Education

Ph.D., Instructional Psychology and
Technology, University of Oklahoma

M.Ed., Instructional Psychology and
Technology, University of Oklahoma

B.A. Psychology, Southern Illinois University

Research and Professional Interests

Complex decision making/problem solving

Epistemological beliefs

Motivation and self-regulation

Research methodology

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Education

Ed.S., School Psychology, University of
Kansas

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Sports Counseling
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Courses Taught Regularly
CESP 728, Theories of Human
Development
CESP 803, Counseling Theories
CESP 824, Techniques of Counseling

**M. Patricia Nuhfer, PhD, School
Psychology**
Adjunct Professor of Counseling,
Education Leadership, Education, and
School Psychology Department
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Courses Taught Regularly
CESP 853 - Ethics and Professional
CESP 914 - Consultation Techniques

Courses Taught Regularly
CLES-511 Intro to School Psychology
CESP 840 - Introduction to School
Psychology and Exceptional Children
CESP 854 - Individual Achievement
Assessment
CESP 855 - Individual Intelligence
Assessment

Education

Ph.D., Counselor Education & Supervision,
University of Wyoming
M.S., Clinical Mental Health Counseling,
Adams State University
B.A., Psychology, Adams State University

Research and Professional Interests

Suicide, Suicide Training, & Competency
outcomes
Sports Counseling
Holistic Counseling impact on Student Athlete
Mental Health

Education

PhD, School Psychology, Oklahoma State
University
M.A., School Psychology, with Certificate in
Applied Behavior Analysis, University of
Central Oklahoma
BA, Psychology, University of Oklahoma

Research and Professional Interests

Autism and Developmental Disabilities
Severe Problem & Verbal Behavior
Academic Interventions

Beatrice Latavietz PhD, Educational Psychology

Assistant Professor of Educational Psychology

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Courses Taught Regularly

CESP 728 - Theories of Human

Development

Education

Ph.D., Curriculum & Instruction

University of Illinois, Urbana-Champaign, IL

M.A., English, with TESL specialization

Research and Professional Interests

Psychology of Reading, Language and Communication

Quantitative and Mixed-Methods Research

Language Arts Methods

ESL/Bilingual Methods

Psycholinguistics

Language Testing and Assessment

Other Staff

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Frequently Asked Questions (FAQ)

1. **Q:** *Must you be a teacher to enroll in the EdS program and/or to be a school psychologist in Kansas?*

A: No, you do not have to be a teacher to be admitted to the EdS in School Psychology program, nor do you have to be a teacher as a prerequisite to being a school psychologist in Kansas.

2. **Q:** *Do you have to have a Master's to be admitted to the EdS program?*

A: No, you can apply to the post-baccalaureate (60 hour) option with a bachelor's degree. You may also apply for the post-masters (39 hour) option with a master's degree.

3. **Q:** *Is the EdS in School Psychology program at Wichita State University a National Association of School Psychologists (NASP) approved program?*

A: Yes, our program has NASP program approval.

4. **Q:** *How much do school psychologist make?*

A: Salary is dependent on where you live, as is the case with most occupations. The median salary in 2019 for school psychologists in the United States, according to www.payscale.com, is \$62,045. (As a beginning school psychologist, you would not necessarily earn this much.) If you were to work as a school psychologist for the Wichita USD 259 District during the 2019-2020 academic year, you would start in, with no prior experience, at \$48,759 (with health insurance benefits) for a 190-day contract. If you were to start, with no prior experience, with the Sedgwick County Area Educational Services Interlocal Cooperative (serves Goddard, Maize, Valley Center, etc.) during 2019-2020, you would receive a salary of \$45,750 (with health insurance benefits) for a 208 day contract. Other area districts and cooperatives may vary. In order to make an accurate comparison of salaries for your personal situation, you need to consider the fringe benefits package associated with each salary as well as the per diem rate represented by the salary.

5. **Q:** *Is there a need in the job market for school psychologists?*

A: For a number of years, there have been positions for school psychologists in Kansas that have gone unfilled. This situation is similar to that in many states that are predominately rural. The US Department of Labor's *Occupational Outlook Handbook* says that is employment for psychologists is "...projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology" (<http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>).

6. **Q:** *How do I get approval to be a school psychologist?*

A: School psychologists must be licensed by the Kansas State Board of Education.

Individuals are eligible for the provisional license after successfully completing a state-approved graduate school psychology program and passing the Praxis II Examination. The full license is awarded upon completion of a post-degree internship. Currently, the Kansas State Board of Education has approved the school psychology programs at Emporia State University, Fort Hays State University, Pittsburg State University, University of Kansas, and Wichita State University. All these programs require at least 60 hours of graduate course work.

7. Q: What is the difference between a school psychologist and a school counselor?

A: School psychologists typically work with students who have disabilities or are identified as needing special education services. They traditionally provide testing and intervention services for this population. School counselors typically work with the general education population providing counseling, wrap around services, and advising.

8. Q: Is the school psychology program entirely online?

A: No, while there are many online courses, there are face-to-face course components throughout the program.

For More Information and Additional Questions

For more information about the specialist program in school psychology, contact the School Psychology Graduate Coordinator, (316) 978-5259, angela.beeler@wichita.edu

Student Resources

Graduate Association of School Psychology (GASP)

Wichita State University has a GASP organization. Students are encouraged to join GASP, as it provides opportunities for networking, social activities, and educational activities. In addition, the dues for GASP buy the paper for the printer in the grad pad. Students who are members of GASP get free printing. There are always board positions available for students who wish to take a leadership role in GASP. Please contact the GASP faculty advisor: Mia Bonitto, for more information on this organization.

Grad Pad

The Grad Pad is a dedicated student space with printing, snacks, and comfortable seating. Students are encouraged to use the grad pad for studying and socializing. Announcements are often posted on the grad pad bulletin board.

Graduate Assistant Position

The CLES department offers graduate assistant positions, which provide a stipend, and in state tuition for those students who are out of state. We encourage interested students to apply for this position. Graduate assistants typically help with organizing student resources, assisting faculty in research, and other clerical responsibilities.

Office of Adult Learning:

The Office of Adult Learning is a resource for Wichita State University students who are returning to finish a degree, changing course to another option, or beginning a new path to achieve success with support. This office has campus, community, and online resources available. Contact the office to know which services they can provide contact them by email at adultlearning@wichita.edu or phone at 316-978-8325.

Libraries

Wichita State University has three on campus libraries. The main library is Ablah Library and the main research source as well. Services include Administration, Circulation, Collection Development, Electronic Resources, Government Documents, Interlibrary Loans, Library Technologies, Patents & Trademarks, Research & Instructional Services, Reserves, Special Collections & University Archives, and Technical Services. There is a McKinley Chemistry Library located on the 1st floor of McKinley Hall. The last library is the Thurlow Lieurance Music Library located in Music and Languages Innovation Center in Jardine Hall Room 313. Library hours can be found at <https://libraries.wichita.edu/AboutWSULibraries/hours>. The librarian that works with CLES is Maria Sciafani if there are specific questions contact her at maria.sciafani@wichita.edu or phone at 316-978-6331.

Bookstore

The Wichita State University's bookstore is known as the Shocker Store. The Shocker Store is the official store for WSU gear and your WSU textbooks. Here is the webpage with more information: <https://shockerstore.com/store1/SiteText?id=73612>. The Shocker Store now has two locations: 1) Rhatigan Student Center on the first floor – phone number is 316-978-3490 & 2) Braeburn Square at 4521 E. 21st Street N, Suite 104 – phone number is 316-978-7975.

Counseling and Prevention Services (CAPS)

CAPS offers appointments for individual, couples and group therapy to enrolled students in the WSU community. No matter where you're at in life or what hardships you face, CAPS is here to help. To set an appointment, walk in to the Student Wellness Center or call at 316-978-4SWC (4792) and ask to meet with a counselor. Counseling appointments cost \$10 a session. If this is difficult for you to meet, speak to your counselor about reduced cost. Typical difficulties addressed at CAPS include: Difficulties with family/friends, Academic stress, Issues with self-esteem/self-doubt, Anxiety/Stress, Eating disorders/body image struggles, General depression/unhappiness, Negative habits, Anger management, Time management, Alcohol and drug concerns, and Learning disabilities and attention problems.

Health Services

Student Health are located in the Student Wellness Center in the Steve Clark YMCA building. Office hours are Monday – Friday 8 AM – 5 PM. Health insurance is not required to receive services. Here is a list of some of the services provided: Adult immunizations, Allergy Shots, Sexually Transmitted Infection & HIV counseling/testing, general health and emotional concerns, family planning services, health promotion, injury services, laboratory services, women's & men's health, nutrition & weight control support, outpatient care, physical examinations, physician consultations, prescriptions & treatment, Tuberculosis Screenings, and International Travel appointments. To schedule an appointment, do so either through myShockerHealth portal or calling 316-978-4792.

Information Technology

Wichita State University provides information technology services to all students with contemporary computing and telecommunication supports including email, blackboard, myWSU, Classroom support, computer/printer/device, and software help to name a few. To request help, submit a ticket at <https://wichita.teamdynamix.com/TDClient/1907/Portal/Requests/ServiceDet?ID=13657>. This is of no charge to all enrolled students.

Campus Recreation

Campus Rec aims to deliver quality recreation, fitness, and leisure programs and services to every Wichita State student. Services provided include: Circuit Room, E-Sports HUB, Equipment rental, F45 Studio, Gymnasium, Locker Rooms, Natatorium, Playfields, Racquetball & Squash, ShockerFit, Outdoor Rec Complex, Performance Suite, Boats & Bikes, Aquatics Programs, Rowing, and Massage Therapy. Students receive an automatic membership based on enrollment. Services can be found in one of three venues: Bombardier, Heskett Center, and Metroplex Playfield. Reservation requests can be made online or by contacting Karolina Mosa at 316-978-5870 or Karolina.mosa@wichita.edu.

Steve Clark YMCA

All WSU fee-paying students receive an automatic membership to the WSU YMCA and 8 other area YMCAs. Memberships are for 6 months at a time. They simply need to go to the front desk of the Steve Clark YMCA with their WSU ID to get started. The student activity fee assessed by WSU covers all aspects associated with student life, including but not limited to access to Student Health Services, Campus Recreation, student activities, athletic events, Counseling and Prevention Services, Fine Arts events, Child Development Center reduced rates for students, the Sunflower, Student Government Association and access to the YMCA and its Kid Zone and Kid Zone Plus (only for children of WSU students).

Office of Diversity and Inclusion

This office aims to cultivate and sustain an inclusive campus. We strive for academic excellence by creating an environment that educates, empowers and mobilizes our students, campus and community. The office provides dynamic programs, which range from speakers and film showings to award ceremonies, cultural festivities and LGBTQA programming. They are located on the 2nd floor of the Rhatigan Student Center, Room 208. Contact them at 316-978-3034 or at diversity@wichita.edu.

Campus Police

Campus police does provide round the clock protection that includes traffic control, safety escorts, escorts to local gas stations for fuel, and jump starts for dead batteries. Call 316-978-3450 for these and more services.

Care Team

The Care Team provides a proactive and supportive multidisciplinary team approach to prevention, assessment and intervention for situations that may interfere with students or employees functioning to their full potential. They help students coordinated assistance for issues

like: Health or mental health concerns for self or others, inability to get along with others, Lack of connections, Problems with self-care, Academic Struggles, Financial Stressors, Community resources, Changes in level of functioning, housing concerns, food insecurity, relationship struggles, and more. Care Team hours are Monday – Friday 8 AM – 5 PM and can be contacted by phone at 316-978-6105 or email at care@wichita.edu.

Writing Center

A free writing resource available to all Wichita State University students. Trained tutors will help you at any stage of your writing--from brainstorming to later stage work and revisions. The writing center is located on the 6th floor of Lindquist Hall, Room 601. Phone number: 316.978.3173. In person hours are Monday-Thursday, 11 AM – 7 PM & Friday 11 AM – 4 PM. There is also an Online Writing Center facilitated through Blackboard where you can submit your document & within two business days you will receive comments from a trained tutor. For help with larger documents like theses contact the director, Kerry Jones, by email at Kerry.Jones@wichita.edu or phone at 316-978-3173.

Entering the Program

Admission Requirements

Applications for admission to the postmaster's EdS in school psychology are due March 15 for summer or fall admission and October 15 for spring admission. Late applications will be reviewed if space permits.

In addition to standard Graduate School requirements, applicants must have a 3.000 GPA and submit the following:

1. Evidence of academic competence.
The GRE is not required depending on the applicant's *evidence of academic competence*. Evidence of academic competence can be provided in one of the following ways:
 - a. GPA of 3.000 or higher in all undergraduate work; or
 - b. Graduate Record Examination (GRE) scores of 150 or higher for each GRE subsection (Verbal and Quantitative), and a GRE score of 4.0 or higher for the Analytical Writing subtest; or
 - c. A score on the Miller Analogies Test equal to the national mean at the time of taking the test (400).
2. References — contact information for three (3) persons from whom we may request letters of reference. The individuals must know the applicant professionally or academically and have some basis for commenting on his or her probable success as a school psychologist.
3. Resume.
4. Goal Statement — a one-page statement of the applicant's professional goals.
5. Writing assessment — all applicants will take a writing assessment that will be scored according to a rubric. If the writing sample does not meet the criteria of the rubric, applicants can be accepted provisionally, contingent upon taking a noncredit course to improve the applicant's writing skills: ENGL 011 (or the equivalent). After taking the course, applicants will be required to retake and pass the writing assessment.
6. Interview — an interview with faculty is required of all applicants either in person or by Skype or other technology.

Note: WSU psychology students with a 3.000 or higher undergraduate GPA and a recommendation from their academic advisor may enter the school psychology program without the other admission requirements (additional resume, professional goal statement, letters of recommendation, test scores). Students will still need to apply for the program through the Graduate School, interview with the EdS program faculty, and take the writing exam prior to admission.

Application requirements

Upon receipt of required application materials, your file will be reviewed to determine if you will be offered admission. Recommendations of admissibility are made at the program level - for this reason, the faculty member who serves as the graduate coordinator is often the best contact for a student who is considering graduate study. WSU's Graduate Coordinators are members of Wichita State University's Graduate Faculty and function as the liaison between the Graduate School and individual programs. When the program area has made a decision, they forward a recommendation to the Graduate School for final approval. Regardless of admission or denial, formal notification of the decision will come from the Graduate School office. The review of application materials may require several days or several weeks and sometimes longer, depending upon the review cycle of the program area and the completeness of the application materials and the number of applications received.

Because of possible limitations in the number of faculty and available facilities, there are restrictions on the number of students admitted to some graduate programs. These limits may prevent some qualified students from being admitted.

Admission Process- Graduate School

The Graduate School provides opportunities to pursue advanced study in more than 40 master's programs, 1 educational specialist program, and 12 doctoral programs – three of which are professional practice degrees. Additional professional and academic opportunities exist to pursue graduate certificates and graduate badges. Two admission statuses, degree and nondegree, are available to accommodate qualified students desiring to pursue graduate degrees as well as those simply desiring to earn graduate credit for personal and professional reasons. Students must be admitted to the Graduate School in order to receive graduate credit.

Application for graduate study is made through the Graduate School regardless of the program area desired. All applicants must submit the required Graduate School materials before the Graduate School will process the application. Program areas may also require an additional program application and additional, program-specific supporting materials. It is the applicant's responsibility to determine what additional items may be required and submit those by the published deadlines. You can find specific program level requirements online by following the link below, and all links embedded in the step-by-step instructions.

Background Check

Upon admission and prior to their first semester, all applicants admitted to this program must clear a criminal background check. There are two reasons for this requirement. First, it is part of the university's due diligence before placing students in field settings. Second, the check may alert applicants or students to issues that may subsequently affect their ability to work in their chosen field. In instances when a person's criminal history raises reasonable concerns that should be cleared to engage in the field experiences and/or subsequently obtain licensure/endorsement, WSU may take a range of actions, including rescission of admission or dismissal from the program, depending on the nature of the concern.

For information regarding this requirement, visit the WSU website on the topic of: [Advanced Programs](#)¹.

Degree Requirements

Post-Masters EdS Degree (39 credit hours)

The Specialist in Education (EdS) in school psychology requires a minimum of 39 credit hours of coursework beyond the master's degree. The degree is awarded upon completion of coursework and practicums. More credits may be required if students are not able to demonstrate prerequisite knowledge requirements. Graduate transcripts will be evaluated by program faculty to determine whether prerequisite knowledge requirements have been met (see list below). A minimum grade of B- is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853 in addition to an overall 3.000 GPA. (see course requirements for full list of courses and course sequence).

Licensure Requirements

To be eligible for full licensure in school psychology, candidates must apply for a professional school license, register for a 4-credit-hour postspecialist internship, and complete the full-time, one-year internship in a public school.

The program can be completed in a full-time or part-time format. (See full-time course sequence below.)

Post-Baccalaureate Eds Degree (60 credit hours)

The Specialist in Education (EdS) in school psychology requires 60 credit hours of coursework beyond the bachelor's degree. The degree is awarded upon completion of coursework and a practicum. A minimum grade of *B-* is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853 in addition to an overall 3.000 GPA. (see course requirements for full list of courses and course sequence).

Licensure Requirements

For full licensure in school psychology, candidates must apply for a professional school license, register for a 4-credit-hour postspecialist internship, and complete the full-time, one-year internship in a public school.

Entry Points for Admission to School Psychology Program

If your highest prior education is:	Then you should:
Completed bachelor's degree, but no graduate courses yet	Apply to the Bachelors to Ed.S. School Psychology program
Some graduate courses	Apply to enter the M.A. to Ed.S. School Psychology program. Discuss with the advisor for the Masters to Ed.S. program for School Psychology whether your prior graduate coursework can be counted toward your master's degree. When you took the graduate courses is important because the Graduate School requires that any courses used for fulfillment of your master's degree not be older than six years at the time that you graduate with your master's degree.
Master's degree, Ed.S. degree and/or doctorate	Request that the advisor for the Masters to Ed.S. for School Psychology evaluate the match between your previous graduate coursework and the coursework in the WSU School Psychology Program training (both MEd and EdS). (See explanation below this table.) The Ed.S. in School Psychology at WSU requires 39 credit hours. Depending on what courses you took in your previous graduate work, you may be able to bring in electives or transfer credits. Your advisor will discuss this with you.
Elective Courses	Students should consult with their advisor at the time of entry into the program to determine how to use their elective courses. Students who wish to obtain a certificate (in play therapy, ABA, or other offered certificates) with their elective courses should consult with their program faculty and advisor.

Transfer of Credit From Another University:

1. Students may transfer, with departmental approval, graduate credit from an accredited graduate school under the following conditions:
 - a. The credit-offering institution is accredited by the cognizant regional accrediting association to offer graduate degree programs appropriate to the level of credit to be transferred;
 - b. the credit is fully acceptable at the issuing institution in satisfaction of its advanced degree requirement;
 - c. the credit must be approved by the student's advisor as applicable in terms of content to the student's program of study at WSU, and must carry a minimum grade value of 3.000 on a 4.000 point scale, with no course having a grade that generates fewer than 3.000 points on a 4.000 scale;
 - d. short courses must be at least three days in length/15 hours of instruction per credit;
 - e. taught by a faculty member of the institution, not a professional brought in to teach the course;
 - f. the course must be clearly marked as graduate level credit, with no other designation, such as: professional development, continuing education, etc.
2. Master's and specialist degree programs may include no more than one-third of the total hours or 12 credit hours whichever is greater, of graduate work completed at another regionally accredited graduate school. (No more than 6 credit hours of the transfer amount may be coursework from an earned master's degree.) Some programs may require lower limits on transfer credit and therefore students should consult individual program descriptions. Doctoral, Master of Fine Arts (MFA), and other more lengthy programs have special transfer credit allowances, as indicated in their program descriptions.
3. Doctoral programs may include a maximum of one-third of the coursework hours required, beyond what may be accepted from a previously earned master's degree.
4. Terminal activity hours specifically related to thesis and dissertation research may not be transferred from another institution. Some exceptions may apply for degree programs in which research hours constitute a larger portion of the program requirements. These instances and specific amounts must be approved by both the department and the Graduate School.

5. An official transcript containing the requested transfer work must be on file in the Graduate School. If such work is shown on the transcripts provided in support of the original admission to the Graduate School, no new record need be provided. Approval by the graduate degree program is necessary to ensure that the coursework has been accepted as an integral part of the candidate's program. Students assume responsibility for initiating the request for transfer of graduate credit as part of their degree plan.
6. Transfer credit that is accepted must have been in courses started 10 years or less before the semester in which the degree work is completed, unless the transfer work is from a previously earned graduate degree, graduate certificate or graduate badge.
7. WSU courses repeated at another institution may be used to fulfill program requirements; however, the repeated course transferred from another institution will not be counted in the WSU grade point average.
8. Transfer hours cannot be used to satisfy the 60 percent course level requirements (see WSU website for details) unless transfer hours are of appropriate level, and from Kansas Board of Regents institutions.
9. Graduate credit work from another university is posted on the WSU transcript only after it has been approved for transfer through the approved plan of study, and once the official transcript, sent directly from the transfer institution, has been received and accepted. Only the specific courses approved for transfer are posted.
10. Official Wichita State University transcripts reflect only a total number of transfer hours accepted and the transfer institution's name. Additional detail, including course name and grade, appears only on the unofficial transcript.

Dispositions Document

Students are expected to adhere to the Professional Dispositional Statement which is noted below and is a documented expectation that is reviewed in every course syllabus:

Professional Dispositions Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
 - Appropriate dress
 - Promptness
 - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

Academic Integrity Policy

In addition to the CLES department's dispositional expectations, students are also expected to abide by the Wichita State University academic integrity policies. For additional information on

the Wichita State Academic integrity policy, students should refer to:
https://www.wichita.edu/about/policy/ch_02/ch2_17.php

Progressing Through the Program

Program Course Requirements

All students preparing to become school psychologists must take CESP 840(3): Psychology and Education of Exceptional Children during their first year unless they have taken CESP 840 or equivalent graduate course work before entering the degree program. (CESP 840, or its graduate equivalent, should be listed as a prerequisite, not degree course work, on a student's Plan of Study.)

Post-Master's Degree (39hr) Course Work and Course Sequence

The program can be completed in a full-time or part-time format. (See full-time course sequence below.)

Required Prerequisite Knowledge

Course	Title	Hours
<u>CESP 704</u>	Introduction to Educational Statistics	3
<u>CESP 728</u>	Theories of Human Development	3
<u>CESP 840</u>	Introduction to School Psychology and Exceptional Children	3
<u>CESP 803</u>	Counseling Theory	3
<u>CESP 821</u>	Multicultural Issues	3
<u>CESP 824</u>	Techniques of Counseling	3
<u>CESP 835</u>	Psychopathology and the DSM	3
Students may take up to 9 credit hours of prerequisite knowledge courses as electives within the 39-credit-hour program of study		
Course List		

Note: Prerequisite knowledge will be assessed by review of graduate transcripts.

39-Hour School Psychology Educational Specialist Program - Postmaster's

Course	Title	Hours	Prerequisites
Required Courses			
<u>CLES 715</u>	Concepts and Principles of Behavior Analysis	3	
<u>CESP 853</u>	Ethics and Professional Conduct	3	
<u>CESP 854</u>	Individual Achievement Assessment	3	CESP 855 and CESP 858
<u>CESP 855</u>	Individual Intelligence Assessment	3	CESP 858
<u>CESP 858</u>	Research, Program Evaluation and Assessment	3	Pre or co requirement CESP 704 and CESP 840

Course	Title	Hours	Prerequisites
<u>CESP 859</u>	Curriculum Based Academic Assessment and Intervention	3	
<u>CLES 861</u>	Behavioral, Social and Emotional Assessment	3	CESP 858
<u>CESP 914</u>	Consultation Techniques	3	
<u>CESP 946</u>	Practicum in School Psychology	6	Departmental Consent
Electives			
Select 9 credit hours of elective courses approved by advisor		9	
Total Credit Hours		39	

Course List

Licensure

CESP 977 Internship in School Psychology is a 4-credit-hour requirement for full licensure taken postdegree.

Full-Time Course Sequence for Postmaster's EdS in School Psychology

First Year		
FALL SEMESTER		CREDIT HOURS
<u>CESP 853</u>	Ethics and Professional Conduct	3
Elective	selected with advisor	3
<u>CESP 858</u>	Research, Program Evaluation and Assessment	3
<u>CLES 715</u>	Concepts and Principles of Behavior Analysis	3
Credit Hours		12
SPRING SEMESTER		
<u>CESP 855</u>	Individual Intelligence Assessment	3
<u>CLES 861</u>	Behavioral, Social and Emotional Assessment	3
<u>CESP 859</u>	Curriculum Based Academic Assessment and Intervention	3
Credit Hours		9
Second Year		
FALL SEMESTER		
<u>CESP 914</u>	Consultation Techniques	3
Elective	selected with advisor	3
Elective	selected with advisor	3
<u>CESP 854</u>	Individual Achievement Assessment	3

	Credit Hours	12
SPRING SEMESTER		
<u>CESP 946</u>	Practicum in School Psychology	6
	Credit Hours	6
	Total Credit Hours	39
Plan of Study Grid		

Note: Students who wish to earn their full licensure should enroll in 4 credit hours of CESP 977 Internship in School Psychology postdegree.

Post-Baccalaureate Degree (60hr) Course Work and Course Sequence

The program can be completed in a full-time or part-time format. (See full-time course sequence below.)

60-Hour School Psychology Educational Specialist Program – Post-baccalaureate

Course	Title	Hours	Prerequisites
Required Courses			
<u>CESP 704</u>	Introduction to Educational Statistics	3	
<u>CLES 715</u>	Concepts and Principles of Behavior Analysis	3	
<u>CESP 728</u>	Theories of Human Development	3	728 Pre- or corequisite(s): CESP 858 or CLES 801 or CLES 810.
<u>CESP 803</u>	Counseling Theory	3	Admission to counseling or school psychology program or instructor's consent.
<u>CESP 821</u>	Multicultural Issues	3	
<u>CESP 824</u>	Techniques of Counseling	3	CESP 803
<u>CESP 835</u>	Psychopathology and the DSM	3	
<u>CESP 840</u>	Introduction to School Psychology and Exceptional Children	3	
<u>CESP 853</u>	Ethics and Professional Conduct	3	
<u>CESP 854</u>	Individual Achievement Assessment	3	CESP 855 and CESP 858
<u>CESP 855</u>	Individual Intelligence Assessment	3	CESP 858
<u>CESP 858</u>	Research, Program Evaluation and Assessment	3	Pre or co requirement CESP 704 and CESP 840

Course	Title	Hours	Prerequisites
<u>CESP 859</u>	Curriculum Based Academic Assessment and Intervention	3	
<u>CLES 861</u>	Behavioral, Social and Emotional Assessment	3	CESP 858
<u>CESP 914</u>	Consultation Techniques	3	
<u>CESP 946</u>	Practicum in School Psychology	6	Departmental consent
Elective Courses			
Select 9 credit hours of elective courses approved by advisor		9	
Total Credit Hours		60	
Course List			

Licensure

CESP 977 Internship in School Psychology is a 4-credit-hour requirement for full licensure taken postdegree.

Full-Time Course Sequence for Post-baccalaureate EdS in School Psychology

First Year		
SEMESTER 1		CREDIT HOURS
<u>CESP 704</u>	Introduction to Educational Statistics	3
<u>CLES 715</u>	Concepts and Principles of Behavior Analysis	3
<u>CESP 858</u>	Research, Program Evaluation and Assessment	3
Elective	selected with advisor approval	3
Credit Hours		12
SPRING SEMESTER		
<u>CESP 840</u>	Introduction to School Psychology and Exceptional Children	3
<u>CESP 855</u>	Individual Intelligence Assessment	3
<u>CESP 859</u>	Curriculum Based Academic Assessment and Intervention	3
<u>CESP 914</u>	Consultation Techniques	3
Credit Hours		12
Second Year		
SUMMER SEMESTER		
<u>CESP 728</u>	Theories of Human Development	3
<u>CESP 803</u>	Counseling Theory	3
<u>CESP 821</u>	Multicultural Issues	3
<u>CESP 835</u>	Psychopathology and the DSM	3
Credit Hours		12
FALL SEMESTER		

<u>CESP 824</u>	Techniques of Counseling	3
<u>CESP 853</u>	Ethics and Professional Conduct	3
<u>CESP 854</u>	Individual Achievement Assessment	3
<u>CLES 861</u>	Behavioral, Social and Emotional Assessment	3
	Credit Hours	12
SPRING SEMESTER		
<u>CESP 946</u>	Practicum in School Psychology	6
Elective	selected with advisor approval	3
	Credit Hours	9
Third Year		
SUMMER SEMESTER		
Elective	selected with advisor approval	3
	Credit Hours	3
	Total Credit Hours	60
Plan of Study Grid		

Note: Students who wish to earn their full licensure should enroll in 4 credit hours of CESP 977 Internship in School Psychology postdegree.

Post-Degree Course Work

Students are eligible to be recommended for Kansas Provisional School Specialist license as a school psychologist when they have received their EdS degree (and passed the Praxis Examination). In order to be recommended for a full school specialist license, students must successfully complete CESP 977: Internship in School Psychology for a total of four (4) credit hours. One credit hour of CESP 977 is awarded for each 300 contact hours. In other words, four credit hours of CESP 977 represents one school year full-time or 1200 contact hours.

Student Tips

1. When deciding on course load, it is recommended that you speak to your advisor to determine a load that fits with your schedule for the semester.
2. Keep all your course study guides and study materials to help prepare for the Praxis.
3. Strongly consider joining the Graduate Association of School Psychologists (GRASP), Kansas Association of School Psychologists (KASP) and the National Association of School Psychologists (NASP) as a student member.
4. Candidates are encouraged to attend conferences and programs put on by the Kansas Association of School Psychologists (KASP) and the National Association of School Psychologists (NASP) which faculty attend. A scholarship fund may be available to help defray expenses for candidates who choose to attend and who present at these conferences and programs.
5. Candidates are encouraged to serve on College and program committees with faculty, such as the School Psychology Advisory Board. Please see the Graduate Program Coordinator if you have an interest in serving on a committee.

Completing the School Psychology Program Full-Time Versus Part-Time

The WSU School Psychology Program does not use a cohort system in which groups of students progress through the program together. Instead, WSU school psychology students may attend part-time or full-time. ('Full time' is at least 9 graduate hours in a semester).

The WSU Graduate School requires that students complete their degree programs within six (6) years. The six years begins on the date of the earliest course included on the student's Plan of Study; the earliest course may be a transfer course or a course taken at WSU. School Psychology training at WSU requires both a Master's degree and the EdS degree. Thus, it is permissible (but not advisable) to take up to 12 years to finish the training.

Upon admission to the program, each student is assigned an academic advisor. The advisor's written approval to enroll in courses is not required; however, students are expected to consult with their advisors as they plan their schedules each semester. The Graduate Coordinator for the School Psychology Program is available to answer any questions that students and advisors have.

The required courses are listed the graduate catalog. Prerequisites for courses are listed next to them. These prerequisites have been carefully selected so that students have the appropriate knowledge and skills to succeed in each course. Permission to take a class for which the student does not have the required prerequisites is typically not granted.

In addition the students should consult the CLES graduate advisor, Grant Seymour, for the most up to date course schedule to determine when the department intends to offer courses in future semesters. During the last few years, there have been changes to which semester (Fall or Spring) courses are offered. Please see course sequence options above under "courses and course sequence" for suggested sequence for fulltime schedule.

Residency

The general purposes of residency is permit a concentrated period of immersion in formal study and the close association of the graduate student with faculty, graduate student colleagues, and other university resources. The Wichita State University school psychology program defines residency as two (2) consecutive semesters, which may include one summer session, must be spent in resident study at Wichita State University. These means the student must be enrolled in at least half-time coursework. Beyond coursework, students are encouraged to participate in regional and national conferences, join NASP, and regularly engage with faculty and practitioners in the field through their courses and practicum requirements.

Grade Requirements

Information about the WSU grading system and how courses are graded can be found on course syllabi and in the graduate catalog. Graduate students in the School Psychology Program must maintain a graduate grade point average of at least 3.00. As stated in the WSU Graduate Catalog, “To remain in good standing in a graduate degree program, students must maintain a grade point average of at least 3.000 in all courses on the student's graduate plan of study (excluding all transfer work) and for all graduate work taken at WSU. Grades lower than C, (generating less than 2.000 grade points), cannot be used to satisfy degree requirements, but such grades earned, beginning fall 2001, may be repeated.” In addition, School psychology majors must earn a minimum grade of *B-* is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853 in addition to an overall 3.000 GPA

Additional information about university grading requirements for graduate students can be found in the catalog. It is the responsibility of the graduate student to become familiar with the university's grading policies.

Transition Points

There are five transition points at which decisions are made regarding candidates in the School Psychology Program.

Transition Points in this Program:

I: Program Admission

II: Admission to Clinical Practice (Practicum)

III: Exit from Clinical Practice (Completion of Practicum & Passage of all components of Praxis Exam)

IV: Program Completion (Entry to Internship)

V: Recommendation for Licensure (Successful completion of internship)

Students should use the information on Transition Points to monitor their progress through the School Psychology Program and are elaborated on below

Transition Point I: Program Admission

Candidates enter the school psychology training program either on the Bachelors to Ed.S. or Masters to Ed.S. program track.

Transition Point II: Admission to Clinical Practice (Practicum- CESP 946)

Prior to enrolling in CESP 946: Practicum in School Psychology, candidates must complete most/all of the courses on their Plans of Study. A minimum grade of B- is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853, which demonstrates minimum competency to prepare for practicum. One course may be taken concurrent with the practicum, the course must be approved by the student's advisor. Most likely, unless otherwise approved, only electives should be taken concurrently with practicum.

Practicum Placement

Candidates are entirely responsible for seeking out and securing their employment with the school district/cooperative; they are never "placed" in their practicum position. School Psychology faculty support candidates in this process by discussing with them the professional and personal preferences they may have for their practicum experiences, by giving them contact information for various districts and cooperatives, and by sharing suggestions on successful job interviewing. Faculty are available to respond to prospective employers' questions about the practicum requirements and to provide recommendations of the candidate. Since the School Psychology faculty must approve the candidate's employment in the school/cooperative as the practicum, candidates typically have ongoing discussions with their advisors as they seek their positions with schools/cooperatives.

The candidate's will be required to obtain the signatures of the Field Supervisor and the administrators at their school on all required contracts and Memorandum of Understanding. These documents can be obtained from the practicum instructor or the program advisor. The candidate has the responsibility to obtain the required signatures of the Field Supervisor and the district administrator. The candidate, University Supervisor, and the College of Applied Studies Dean also sign the letter of agreement, and copies are given to all parties, with the original placed in the candidate's Departmental file.

Applicants to clinical practice who have been rejected may appeal that decision in writing to the Departmental Head. Then, the School Psychology faculty and the Department Head would meet to discuss the appeal and the appellant is informed of their decision in a letter from the Department Head. The faculty and Department Head may choose to meet with the appellant also to explain more fully the reasons for the denial and any remedial options.

Transition Point III: Exit from Clinical Practice (Completion of Practicum & Passage of all components of Praxis Exam)

By the time their practicum, candidates will work with their site supervisors to complete School Psychology Field Experiences Evaluation twice, once at the midterm and once at the end of the semester. In both instances, the Field Supervisor completes the evaluation and discusses the evaluation with the candidate and the University Supervisor. Candidates should receive ratings at the “beginning competency” level or higher on 80% of the performance indicators for each standard. The University Supervisor assigns the grade for CESP 946 based on the completed School Psychology Field Experiences Evaluation, the candidate’s contributions and completion of assignments for the university meetings for practicum candidates, and the University Supervisor’s observations during the site visit.

A candidate who has not satisfactorily completed clinical practice may appeal that decision in writing to the School Psychology faculty. If the appellant exhibited illegal or unethical behaviors, a complaint will be filed with Wichita State’s academic integrity board, as is typical procedure at Wichita State, and remedial options may not always be offered. In other situations, the appellant may need additional skill training; in these cases, the University Supervisor may develop a plan for the appellant to acquire the needed skills and then enroll in an additional practicum.

Students typically take the Praxis Examination during the semester in which they are in their School Psychology Practicum so that they have the required passing score prior to their application for the School Psychology Provisional School License necessary for employment as a School Psychology Intern. In addition, the Praxis Examination serves as the comprehensive exam for the program. Students must achieve a score within the Average range on each of the Praxis content category sections. Students who pass the overall Praxis exam, but do not pass individual sections will be offered opportunities to remediate their skills in that area.

Transition Point IV: Program Completion (Entry to Internship)

Completion of the Ed.S. degree (graduation). Candidates applying to complete their Ed.S. in School Psychology degree apply to graduate by the deadline that has been set for that semester by the Graduate School. The Plan of Study submitted early in the degree program specifies the required course work. Upon receipt of the application to graduate, the Graduate School checks whether the candidate has completed (or will complete that semester) the courses on the Plan of Study with a passing grade, and passed the Praxis (comprehensive exam). A minimum grade of B- is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853, in addition to an overall 3.000 GPA. The Graduate School responds to the candidate's application to graduate. Additionally, the candidate must submit the Program Completion Survey to the Department.

Entry into the School Psychology Internship.

Candidates are entirely responsible for seeking out and securing their employment with the school district/cooperative; they are never "placed" in their internship position. School Psychology faculty support candidates in this process by discussing with them the professional and personal preferences they may have for their practicum experiences, by giving them contact information for various districts and cooperatives, and by sharing suggestions on successful job interviewing. Faculty are available to respond to prospective employers' questions about the internship requirements and to provide recommendations of the candidate. Since the School Psychology faculty must approve the candidate's employment in the school/cooperative as the internship candidates typically have ongoing discussions with their advisors as they seek their positions with schools/cooperatives.

While the practicum instructor will provide information on the process, it is the candidates responsibility to initiate an application for the provisional Kansas School Psychology License. Also, they must secure employment as a School Psychologist Intern with a school district or cooperative which meets the KSDE and NASP requirements for a School Psychology internship.

The candidate's will be required to obtain the signatures of the Field Supervisor and the administrators at their school on all required contracts and Memorandum of Understanding. These documents can be obtained from the internship instructor or the program advisor. The candidate has the responsibility to obtain the required signatures of the Field Supervisor and the district administrator. The candidate, University Supervisor, and the College of Applied Studies Dean also sign the letter of agreement, and copies are given to all parties, with the original placed in the candidate's Departmental file.

A candidate who has not ~~satisfactorily~~ been approved to complete the internship may appeal that decision in writing to the School Psychology faculty. If the appellant exhibited illegal or unethical behaviors, a complaint will be filed with Wichita State's academic integrity board, as is typical procedure at Wichita State, and remedial options may not always be offered. In other situations, the appellant may need additional skill training; in these cases, the University

Supervisor and program faculty may develop a plan for the appellant to acquire the needed skills and then enroll in an additional internship (full or partial).

Transition Point V: Recommendation for Licensure (Successful completion of internship)

The Internship in School Psychology (CESP 977) requires a minimum of 1200 hours, or two semesters full-time. Candidates are expected to complete the internship immediately after attainment of the Ed.S. in School Psychology degree.

During their internship, candidates will work with their site supervisors to complete the School Psychology Field Experiences Evaluation twice, once at the end of the first semester and once at the end of the internship. In both instances, the Field Supervisor completes the evaluation and discusses the evaluation with the candidate and the University Supervisor. Candidates should receive ratings at the “beginning competency” level or higher on 90% of the items and “mastery or excellence competency” on 70% of the items. The University Supervisor assigns the grade for CESP 946 based on the completed School Psychology Field Experiences Evaluation, the candidate’s contributions and completion of assignments for the university meetings for internship candidates, and the University Supervisor’s observations during the site visit.

A candidate who has not satisfactorily completed the internship may appeal that decision in writing to the School Psychology faculty. If the appellant exhibited illegal or unethical behaviors, a complaint will be filed with Wichita State’s academic integrity board, as is typical procedure at Wichita State, and remedial options may not always be offered. In other situations, the appellant may need additional skill training; in these cases, the University Supervisor and program faculty may develop a plan for the appellant to acquire the needed skills and then enroll in an additional internship (full or partial).

Student Advisement

Upon admission to the School Psychology degree program, an academic advisor will be assigned. Students may at any time meet with their advisor to discuss details relevant to their progression through the program. The assigned advisor will act as the primary source of contact and communication with the department. The department encourages the formation of effective professional relationships between students and their advisors, and therefore, the assigned academic advisor will attempt to keep in contact with students, primarily during transition periods. However, students should initiate getting to know their individual advisor as well. It is suggested that students meet with their advisor early in their academic program; when the time comes to submit a plan of study; and near the completion of the degree (to ensure students are meeting graduation requirements).

It is the responsibility of students to keep their advisors apprised of any changes in student record information (e.g., address, phone number), and to consult with them when submitting a plan of study and updating alterations made to study plans. This latter issue is especially important given that not all courses are taught each semester. Altering plans of study without assistance from the academic advisor may inadvertently result in scheduling difficulties, which, in turn, may affect the individual student's proposed graduation date.

The WSU Graduate Catalog is available online (www.wichita.edu) and at the university bookstore. It is the student's responsibility to be familiar with policies and procedures described in the Graduate Catalog. Students are responsible for knowing and meeting deadlines described in the Graduate Catalog. Although faculty and advisors may provide reminders of deadlines, they are not responsible for making sure students are informed so as to meet them.

Under the direction of the advisor, the student will:

1. Receive pre-registration advisement, when necessary.
2. Discuss and sign the Dispositions of Graduate Students Form.
3. Develop a plan of study, which if followed, will lead to candidacy and the degree sought and subsequent professional endorsement for school licensure. The plan of study is filed with the Graduate School. A copy is kept in the student file in the CLES Department. The student also receives a copy once approved and signed by the student's advisor.
4. Review progress toward professional goals and degree, revising your study plan accordingly.
5. Receive information with regard to program procedures.

Plan of Study

Graduate students admitted to the EdS in School Psychology are required to file a plan of study with the Graduate School. The plan of study consists of required coursework for the graduate degree. It is intended as a guide that officially defines a student's graduate degree program. The student has the responsibility for verifying that the information is correct and follows degree requirements at the time the plan is approved. Certain guidelines pertain to developing a plan of study for each program and students should be aware of the steps involved for each.

EdS in School Psychology

As soon as students have been admitted to the EdS program, they must meet with their academic advisor to develop a plan of study. Once the plan of study has been approved and signed by the academic advisor, the plan of study will be filed with the Graduate School and the Department of Counseling, Educational Leadership, Educational and School Psychology. The student will then be considered in official standing with the Graduate School and the Department of Counseling, Educational Leadership, Educational and School Psychology.

Assessment

The school psychologist students at Wichita State University are trained to be knowledgeable and proficient in the professional practices encompassed in the program goals. Assessment is used in the School Psychology Program to inform both the faculty and the students themselves of their progress in acquiring the program proficiencies, and to make continuous improvements to the training program.

The knowledge and skills that students are expected to acquire, integrate, and use are derived from the domains of practice established by the National Association of School Psychologists (2010) for training programs and used as the basis of the standards for licensure of school psychologists of the Kansas State Department of Education (2002). School psychologists must meet 13 standards to obtain the Kansas School Specialist School Psychologist License. Each standard is accompanied by indicators that specify the knowledge and performance associated with it.

Assessments, internal and external to courses, (e.g., praxis during practicum) are used in the School Psychology Program. The program curriculum is organized from introductory and theory classes to integration and application at the specialist level. Consistent with this organization of the curriculum is the type of assessment employed in courses. Early in the program, at the point where theory and research skills are taught, much assessment involves examinations and term papers. Gradually, more performance-based assessment is used to evaluate candidates' ability to integrate and apply knowledge and skills.

Program faculty collaborate with members of the professional community to mentor and assess students in their major field experiences at the end of the training program, the practicum and the internship. Field supervisors are licensed school psychologists to whom practicum students and interns are assigned. Faculty (University Supervisors) meet with students and their field supervisors throughout each field experience. At several points during the practicum and internships, field supervisors complete an evaluation which requests that respondents rate the candidates' attainment of the school psychology program proficiencies.

School Psychology students meet with their academic advisors regularly to monitor their progress in the program and their attainment of the program proficiencies. Each year, and more often if necessary, faculty review the assessment data from student performance in coursework, field experiences, measures external to courses; evaluation surveys from field supervisors, graduates, and employers; and graduates' scores on the Praxis II examination to determine the need for changes that will improve the School Psychology Program.

EdS Comprehensive Examination

The program leading to the EdS degree in School Psychology requires that students pass the Praxis exam, demonstrating content category scores in the Average range in each of the 4 content category areas. These areas are: I. Professional Practices, Practices that Permeate All Aspects of Service Delivery, II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services), III. Systems Level Services, IV. Foundations of School Psychological Service Delivery. When sitting for the Praxis Exam, students should be prepared to demonstrate a basic knowledge of theory, techniques, research, and ethical and professional issues related to school psychology. Students take the exam during the semester in which they take CESP 946: Practicum in School Psychology.

This document contains a description of the content and procedures for the Comprehensive Examination. (See Appendix)

Praxis Exam

Note that the Praxis also serves as the Licensure Examination and Comprehensive Examination

The School Psychologist licensure exam, Praxis School Psychologist (5402), is administered by the Educational Testing Service (ETS). (See <https://www.ets.org/praxis/prepare/materials/5402>) Passing the Praxis Examination is required of individuals pursuing practice in school psychology in Kansas.

Students typically take the Praxis Examination (5402) during the semester in which they are in their School Psychology Practicum so that they have the required passing score prior to their application for the School Psychology Provisional School Specialist License necessary for employment as a School Psychology Intern. This is the same Praxis Examination that must be passed by those applying to become Nationally Certified School Psychologists (NCSP). The minimum score for both the state school license and the NCSP is 147.

In addition, the Praxis Examination serves as the comprehensive exam for the program. Students must achieve a score within the Average range on each of the Praxis content category sections. Students who pass the overall Praxis exam, but do not pass individual sections will be offered opportunities to remediate their skills in that area (see pp. 76-77).

Academic and Behavioral Intervention Project

Individuals training to be school psychologists (“candidates”) at Wichita State University are required to complete an Academic and a Behavioral Intervention Project during their School Psychology Internship (CESP 977). The case project must demonstrate acceptable performance on the following items on the rubric: (1) exhibited best practices and ethical and legal behavior, (2) described the background and services provided, (3) implemented the problem-solving process as appropriate in this case, (4) used data-based decision-making, (5) applied relevant professional knowledge and research, (6) used psychometrically sound instruments and evidence-based interventions, (7) provided evidence designed to show his/her positive impact on students, (8) explained how the results were used by the school team and by parents at practicum or intern’s school site.

Intervention Case Study

The Intervention Project is administered in CESP 859: School-Based Interventions. While the emphases are on the problem-solving process and the use of evidence-based interventions, candidates are required also to use progress monitoring and to evaluate positive outcomes of the interventions.

For this embedded assessment, the candidate acts as the interventionist a field-based case, for an academic concern, and submits a written record of the intervention process in each case. The candidate typically spends 12-20 hours of contact time during the semester with the parents, teachers, and/or students whose problems are the focus of the intervention projects. The candidate must initiate the intervention process and give frequent informal updates in class on the case. The candidate submits a written record of the case study that contains explanations of initial background information known at the onset of the project and relevant research findings, a summary of each of the four stages of the intervention process, and a description of the state of the problem situation at the time that the case concluded.

The instructor of CESP 859 evaluates each case with respect to how the candidate implemented the intervention process and the written record of the case, assigning points to the elements specified on the Evaluation of Intervention Project scoring form.

Consultation Project

The Consultation Project is administered in CESP 914: Consultation Techniques. For this embedded assessment, candidates complete a project that involves consultation with a teacher about a work-related concern that the teacher has.

The candidate engages the consultee, who is a teacher, in school-based consultation, conducted in at least two sessions. One session must be audiotaped. The candidate writes a paper and gives a class presentation, describing the consultation process and critiquing the candidate's implementation of the process.

The instructor of CESP 914 evaluates the project with respect to how the candidate described and critiqued the consultation in the written report and class presentation, and the consultation skills demonstrated by the candidate on the audiotape, assigning points to areas specified on the components of the Consultation Project Evaluation scoring form.

Exit Requirements (Graduation)

Completion of the Ed.S. degree. Candidates applying to complete their Ed.S. in School Psychology degree apply to graduate by the deadline that has been set for that semester by the Graduate School. The Plan of Study submitted early in the degree program specifies the required course work. Upon receipt of the application to graduate, the Graduate School checks whether the candidate has completed (or will complete that semester) the courses on the Plan of Study with a passing grade, and passed the Praxis (comprehensive exam). A minimum grade of B- is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853, in addition to an overall 3.000 GPA. The Graduate School responds to the candidate's application to graduate. Additionally, the candidate must submit the Program Completion Survey to the Department.

Candidates in the EdS in School Psychology degree program apply to graduate by the deadline for that semester that has been set by the Graduate School. Graduate students who are candidates for graduation must complete the Application for Degree. (For more information on the Application for Degree process, refer to the Graduate Catalog). The Plan of Study submitted early in the degree program specifies the required course work. Upon receipt of the application to graduate, the Graduate School checks whether the candidate has met all graduate school requirements, which include the completion of (or will be complete that semester) the courses on the Plan of Study with an overall GPA of at least 3.0.. The Graduate School responds by letter to the candidate's application to graduate. Additionally, the candidate must submit the Program Completion Survey to the Department.

Field Experiences

Field Experiences Prior to Practicum

It is recognized that our students may, entirely by their own choice, obtain employment that is related to the field of school psychology. Many of our students are teachers, counselors, or social workers, and therefore may work in these fields while obtaining their degree. In addition, many of our students choose to work in para or school psychologist secretarial positions. It is recognized that many students need to work in order to attend classes, and therefore, employment of this nature is not discouraged. Students however should recognize that these employment positions are in no way endorsed by or supervised by Wichita State University faculty or staff.

In addition, it is important that students do not work outside of their training level. For example, school psychology students who have not passed all of their assessment courses are not adequately trained to engage in assessment. Practicing outside of your competency, or misrepresenting your level of training, is an ethical violation and a violation of the dispositional expectations of our program. Students who are found to be practicing outside of their competency may face remediation or, in extreme circumstances, dismissal from the program.

School Psychology Practicum (CESP 946)

The School Psychology Practicum (CESP 946) requires a minimum of 600 hours, or one semester full-time. Candidates typically complete the school psychology practicum during their last semester in the specialist degree program. Student must have a clear background check on file prior to beginning practicum.

Prior to enrolling in CESP 946: Practicum in School Psychology, candidates must complete most/all of the courses on their Plans of Study. One course may be taken concurrent with the practicum, the course must be approved by the student's program advisor. Most likely, unless otherwise approved, only electives should be taken concurrently with practicum. A minimum grade of B- is required for the following core courses: CESP 821, CESP 824, CESP 854, CESP 855, CESP 858, CESP 859, CESP 914, CLES 861, CESP 803, CLES 715 and CESP 853, which demonstrates minimum competency to prepare for practicum.

Candidates are entirely responsible for seeking out and securing their employment with the school district/cooperative; they are never "placed" in their practicum position. School Psychology faculty support candidates in this process by discussing with them the professional and personal preferences they may have for their practicum experiences, by giving them contact information for various districts and cooperatives, and by sharing suggestions on successful job interviewing. Faculty are available to respond to prospective employers' questions about the practicum requirements and to provide recommendations of the candidate. Since the School Psychology faculty must approve the candidate's employment in the school/cooperative as the practicum, candidates typically have ongoing discussions with their program advisors as they seek their positions with schools/cooperatives.

The candidate's advisor discusses with the candidate the criteria for enrolling in CESP 946. The faculty member who will be the candidate's University Supervisor contacts the school administrator to discuss the training that must be provided on the Practicum, who will be the Field Supervisor, and any other conditions that will increase the likelihood of a successful practicum. The candidate's advisor makes sure that the candidate has approval to enroll in CESP 946.

The University Supervisor discusses the Practicum Memorandum of Understanding and Affiliation Agreement with the candidate, who has the responsibility to obtain the required signatures of the Field Supervisor and the district administrator. The candidate, University Supervisor, and College of Applied Studies Dean also sign the Memorandum of Understanding and Affiliation Agreement, and copies are given to all parties, with the original placed in the candidate's departmental file.

Practicum Students may be compensated for their work on practicum, however, it is important that the work expected, contract, and compensation not suggest a higher competency than the student has attained. Practicum students must designate their training status in their title at all times (such as on name tags, email signatures, etc.). Indicating a higher title is an ethical

violation and may result in remediation. Repeated violations may result in dismissal from the program.

While the practicum instructor will provide information on the process, it is the candidates responsibility to initiate an application for the provisional Kansas School Psychology License. Also, they must secure employment as a School Psychologist Intern with a school district or cooperative which meets the KSDE and NASP requirements for a School Psychology internship.

The candidate's will be required to obtain the signatures of the Field Supervisor and the administrators at their school on all required contracts and Memorandum of Understanding. These documents can be obtained from the practicum instructor or the program advisor. The candidate has the responsibility to obtain the required signatures of the Field Supervisor and the district administrator. The candidate, University Supervisor, and the College of Applied Studies Dean also sign the letter of agreement, and copies are given to all parties, with the original placed in the candidate's Departmental file.

Practicum students attend on-campus meetings with the University Supervisor approximately every two weeks. The University Supervisor makes at least one site visit during the practicum. At each visit, the two supervisors and the candidate discuss the candidate's progress in developing the skills corresponding to the KSDE Performance Indicators. These indicators correspond to the items on the School Psychology Field Experiences Evaluation. The Field Supervisor observes the candidate throughout the practicum in order to determine ratings on the School Psychology Practicum Field Experiences Evaluation. The Field Supervisor completes the evaluation and discusses the evaluation with the candidate and the University Supervisor, typically during the final site visit. Candidates should receive ratings at the "beginning competency" level or higher on 80% of the indicators for each standard. The University Supervisor assigns the grade for CESP 946 based on the completed School Psychology Practicum Field Experiences Evaluation, the candidate's contributions to the campus meetings for practicum candidates, and the University Supervisor's observations during the site visits.

A candidate who has not satisfactorily completed clinical practice may appeal that decision in writing to the School Psychology faculty. If the appellant exhibited illegal or unethical behaviors, remedial options may not always be offered. In other situations, the appellant may need additional skill training; in these cases, the University Supervisor may develop a plan for the appellant to acquire the needed skills and then enroll in an additional practicum.

School Psychology Internship (CESP 977)

The Internship in School Psychology (CESP 977) requires a minimum of 1200 hours. The internship may be completed in, semesters full-time, or up to 4 semesters, part time. Candidates are expected to complete the internship immediately after attainment of the Ed.S. in School Psychology degree.

Prior to enrolling in CESP 977, candidates must obtain passing scores on the Praxis II –School Psychology Examination. They must initiate an application for the Provisional Kansas School Specialist School Psychology License. Candidates must secure employment as a School Psychologist Intern with a school district or cooperative. The School Psychology Faculty must approve this position as the internship.

The candidate’s advisor makes sure that the candidate has approval to enroll in CESP 977. The University Supervisor discusses the Internship Memorandum of Understanding and Affiliation Agreement. These documents can be obtained from the internship instructor. The candidate has the responsibility to obtain the required signatures of the Field Supervisor and the district administrator. The candidate, University Supervisor, and the College of Applied Studies Dean also sign the letter of agreement, and copies are given to all parties, with the original placed in the candidate’s Departmental file.

Interns attend campus meetings with the University Supervisor, which can be completed in person- or virtually- at least twice a semester.-The University Supervisor makes at least one site visits during the internship. At the visit, the two supervisors and the candidate discuss the candidate’s progress in developing the skills corresponding to the KSDE Performance Indicators. These indicators correspond to the items on the School Psychology Internship Field Experiences Evaluation. The Field Supervisor observes the candidate throughout the internship in order to determine ratings on the School Psychology Internship Field Experiences Evaluation. Field supervisors are encouraged to use the Field Experiences Evaluation as a guide to formative evaluation, especially at the end of the first semester of the internship. The Field Supervisor completes the evaluation and discusses the evaluation with the candidate and the University Supervisor, typically during the final site visit. Interns should receive ratings at the “mastery” level or higher on all items. The University Supervisor assigns the grade for CESP 977 based on the completed the School Psychology Internship Field Experiences Evaluation, the candidate’s contributions to the campus meetings for intern candidates, and the University Supervisor’s observations during the site visits.

A candidate who has not satisfactorily completed the internship may appeal that decision in writing to the School Psychology faculty. If the appellant exhibited illegal or unethical behaviors, remedial options may not always be offered. In other situations, the appellant may need additional skill training; in these cases, the University Supervisor may develop a plan for the appellant to acquire the needed skills and then enroll in an additional internship (full or partial).

During the internship, the candidate completes an Academic and a Behavioral Intervention Project. The case project must demonstrate acceptable performance on the following items on the rubric: (1) exhibited best practices and ethical and legal behavior, (2) described the background and services provided, (3) implemented the problem-solving process as appropriate in this case, (4) used data-based decision-making, (5) applied relevant professional knowledge and research, (6) used psychometrically sound instruments and evidence-based interventions, (7) provided evidence designed to show his/her positive impact on students, (8) explained how the results were used by the school team and by parents at practicum or intern's school site. Candidates who do not pass may work with their internship instructor to develop appropriate remedial experiences and related documentation.

Beginning Your Career and Continuing Professional Development

Your completion of the WSU School Psychology Training Program will hopefully be the beginning of a productive and satisfying career as a school psychologist. You must obtain the Kansas Professional School Specialist School Psychologist License when you have successfully completed the internship (CESP 977) in order to practice in Kansas. Your continuing professional development will be facilitated by your becoming a Nationally Certified School Psychologist, involvement in professional organizations, and continual efforts to obtain information and training to increase your knowledge and skills.

Sequential Steps for Becoming a School Psychologist

1. Apply for admission Ed.S. in School Psychology degree program. (If you already have a master's degree in educational psychology or a related area, apply for admission to the Post-Masters to Ed.S. in School Psychology.) (If you have a bachelor's degree in psychology or a related area, apply for admission to the Post-Baccalaureate to Ed.S. in School Psychology.)

Submit to the Graduate School: Graduate School Application, University transcripts (undergraduate and graduate).

Submit to the Department: Reference forms, resume, and goals and research interests statement. (If you are applying with an undergraduate degree from WSU only one reference is required).

2. Strongly consider joining the Graduate Association of School Psychologists (GRASP), Kansas Association of School Psychologists (KASP) and the National Association of School Psychologists (NASP) as a student member.

3. Meet with your advisor to determine the specific courses that you need to take, depending on whether you have previously taken required courses or their acceptable equivalents. Begin to take program courses.

4. Meet with your advisor within the first four weeks of admission to school psychology training to discuss and sign the Dispositions for Graduate Students form.

5. Review the course sequences and prerequisites of the courses that you will be taking during your school psychology training.

6. File a plan of study for the Ed.S. in School Psychology degree with the Graduate School after your first 12 hours of enrollment.

7. Discuss possible practicum sites with your advisor. Interview with potential sites. Before agreeing to employment, obtain the approval of the WSU School Psychology Program faculty to complete your practicum at that site.

- 8. Complete all/most course work on your Ed.S. Plan of Study. Only courses that are previously approved or elective courses may be taken concurrent with or after the School Psychology Practicum.

- 9. Enroll in CESP 946 and begin your School Psychology Practicum.

- 10. Take the Praxis Examination and submit receipt for refund. See praxis scholarship opportunity above.

- 11. Submit your application to graduate to the Graduate School. Receive your Ed.S. in School Psychology. Apply for your KSDE Provisional School Specialist License in School Psychology.

- 12. Discuss possible internship sites with your advisor. Interview with potential sites. Before agreeing to employment, obtain the approval of the WSU School Psychology Program faculty to complete your internship at that site.

- 13. Enroll in CESP 977 and begin your School Psychology Internship.

- 14. Complete your School Psychology Internship. Apply for your KSDE Professional School Specialist License in School Psychology.

- 15. Check that the following has been added to the end of your WSU transcript:
Completed the WSU School Psychology Program approved by the National Association of School Psychologists

- 16. Begin your first job as a school psychologist.

- 17. Apply to become a Nationally Certified School Psychologist (NCSP).

- 18. Change your membership in KASP and NASP from student to full/regular member status.

19. Attend and present at professional conferences. Participate on professional committees. Run for office in KASP and NASP. Conduct field-based research. Share your findings and your expertise in journals, newsletters, and in-service presentations. Never stop growing professionally.....

Professional Dispositions Statement

Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Essential characteristics expected of all candidates matriculated in a degree or certificate program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
 - Appropriate dress
 - Promptness
 - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value student/client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the ACA/NASP, KSDE's Kansas Educator Code of Conduct, or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

EdS Comprehensive Examinations Procedures

Purpose of Examinations:

The program leading to the EdS degree in School Psychology requires that students pass the Praxis exam, demonstrating content category scores in the Average range in each of the 4 content category areas. These areas are: I. Professional Practices, Practices that Permeate All Aspects of Service Delivery, II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services), III. Systems Level Services, IV. Foundations of School Psychological Service Delivery.

When sitting for the Praxis Exam, students should be prepared to demonstrate a basic knowledge of theory, techniques, research, and ethical and professional issues related to school psychology. Students take the exam during the semester in which they take CESP 946: Practicum in School Psychology.

Timing of Examinations

Students are responsible for registering for the Praxis. It is recommended that students take the exam once they have been in CESP 946: Practicum in School Psychology for about 1 month. This will allow them ample time to provide documentation of scores and engage in remediation if they do not pass.

Student Preparation

Wichita State does not provide materials for studying. Students are encouraged to use commercial Praxis preparation materials.

Notification of Performance

Upon receiving their praxis scores, students are required to send their scores to the practicum instructor, so that the practicum instructor can notify the graduate school that the student passed their comprehensive exam. Please note that while students will also need to send their Praxis scores to the university for licensure, this does not complete the requirement for the comprehensive exam.

Policy on Remediating the Comprehensive Examination

Students who do not pass the Praxis must retake the Praxis exam until they achieve an overall passing score. Students who pass the Praxis, but do not demonstrate a score in the Average range on one or more of the content categories may remediate the Comprehensive Examination a maximum of three times.

To remediate the content areas, students will be able to choose either to write a 4-page paper, single-spaced, with at least 5 peer-reviewed references on a topic related to each of the areas they did not pass. OR, complete a professional activity in their practicum position in the school, and submit a 1 page, single-spaced, summary of what they did and how it demonstrates their skills. The professional activity must be a new activity that is completed after the Praxis (for example,

students may not reflect on a previously completed task). Students will need to do a project or paper on each of the category areas they do not demonstrate an Average range score on. Students may select any combination of project or paper for the areas (for example, 1 project and 1 paper would be acceptable).

Students are responsible for choosing their paper topic and/or professional activity and will use the following link explaining the topics that each of these areas include to do so.

<https://www.ets.org/s/praxis/pdf/5402.pdf>

After choosing what to do under each topic area, students will send an email to their practicum instructor letting their instructor know what your decision is, identifying either the paper topic or the professional learning activity, and show that it fits under the learning area. The instructor will then approve what they are doing prior to initiating their remediation task.

Students will need to submit their remediation task with adequate time for the practicum instructor to review the task and determine if it demonstrates the competency. Students will be expected to edit their final research paper or professional activity paper until it demonstrates competency. This may require several drafts. They also may be required to repeat the research paper or professional activity if their initial attempt does not match the proposal. The final research paper or professional activity must be a pass by the due date for comprehensive examinations published by Wichita State each semester in order for the student to graduate.

Appendix One: Evaluation Process Forms

Practicum Evaluation Process & Forms

WSU PRACTICUM IN SCHOOL PSYCHOLOGY Evaluation Process and Forms

Dear Practicum supervisor,

Thank you for your time and guidance in the important task of training school psychology practicum students. As you know, we are accredited by NASP. We are excited about growth in our program. Of course, along with growing come growing pains! In order to meet requirements and to provide relevant information to our students and field supervisors, we have designed practicum descriptions, objectives and forms.

One of the most critical aspects to the program is evaluation, and your estimate of student adequacy of training entering the practicum and progress during the practicum is important. Please complete the following evaluation form for your practicum student relative to other persons at his/her level of training. The form is a tool for you and the student to discuss together, before turning in a copy to the university, in order to assist the student in gauging progress toward and mastery of appropriate professional competencies. The form will be completed twice during the practicum. Once halfway through the practicum, as a formative assessment, in that they should guide future goals for the practicum, and then once as a final evaluation. The final evaluation is summative and will be used to determine whether the overall practicum experience has been satisfactory in that the student is able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational needs of children and youth.

In cases where the practicum student is not making satisfactory progress, the student and the university should be made aware of the problem(s) for a period of time before the final programmatic evaluation. The University Program supervisor and the practicum supervisors must each monitor the progress of the student during practicum. It is the university's responsibility to assist the field supervisor and student in developing and modifying the practicum plan to accommodate the student's strengths and weaknesses and to ensure that there is ongoing informal, day by day evaluation which is communicated to the student.

While the evaluation forms are important, evaluation must not be "reserved" for discussion at formal evaluation times but be a continuous, ongoing process: All aspects of the program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. Informal evaluation is just as important and perhaps more important than formal evaluation. There should be specific time set aside during weekly supervision meetings to provide performance feedback to the student and to address any concerns of the supervisor or the student.

In addition to assessment of student progress, there will be an opportunity to have a written and ongoing informal evaluation of the site, the supervisors, and the practicum program as a whole by the student, the supervisors, and the university. This evaluation will address how well the educational and experiential needs of the student were met during the practicum, how well the agency/site was able to provide opportunities to meet the training objectives of the program, any suggestions for improvements, and particular strengths of that placement. You should make the student aware of any system level policies which limit opportunity, discuss

these with appropriate administrators, and ask for university involvement if desired. You should also provide opportunity for students to discuss aspects of the practicum agency/setting/experiences and any concerns they might have. Students should feel comfortable addressing these issues without fear of reprisal. Appropriate student questions should be viewed, not as resistance on the part of the student, but as an opportunity for professional growth for all involved. The fact that the practicum is primarily a learning/educational experience for the student may allow you to advocate for expanded role functions which benefit employees as well as the student. Our students are fortunate to be able to work with leaders in the field!

Evaluation must be open and honest: All parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. There must be a face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be vindictive and should not be based on subjective factors not related to professional competency. The “nice” approach should also be avoided. There is a professional obligation to ensure that individuals involved in the practicum and the quality of the practicum program are of the highest possible professional standards.

Field Based Practicum Supervisors Directions

Practicum ratings of candidates should be based on the rubric below.

The Applied Experience Field Experiences Evaluation consists of all the performance indicators associated with the standards for the Kansas School Psychologist License. It must be submitted at the end of the School Psychology Applied Experience in practicum (CESP 946). The evaluation form is completed by the candidate, and also by the candidate's Field Supervisor based on observation of relevant activities. Scores should be completed separately and then compared

The items on the Applied Experience Field Experiences Evaluation are rated according to the following scale:

- Level 1 – not observed (when there was opportunity) or failed to perform task adequately**
- Level 2 – skill being developed; still needs assistance to perform task**
- Level 3 – beginning level; performed well**
- Level 4– mastery level; performed with ease, very effective**
- Level 5 – excellence; exceeds expectation**
- Level NO – no opportunity to observe/ not applicable**

At the completion of the *School Psychology Practicum*, students are expected to be rated at Level 3 or higher on approximately 80% (77% - 85%) of the performance indicators associated with each standard.

Field Based Internship Supervisors Directions

Internship ratings of candidates should be based on the rubric below.

The Applied Experience Field Experiences Evaluation consists of all the performance indicators associated with the standards for the Kansas School Psychologist License. It must be submitted at the midpoint and the end of the School Psychology Applied Experience in Internship (CESP 977). The evaluation form is completed by the candidate, and also by the candidate's Field Supervisor based on observation of relevant activities. Scores should be completed separately and then compared

The items on the Applied Experience Field Experiences Evaluation are rated according to the following scale:

- Level 1 – not observed (when there was opportunity) or failed to perform task adequately**
- Level 2 – skill being developed; still needs assistance to perform task**
- Level 3 – beginning level; performed well**
- Level 4– mastery level; performed with ease, very effective**
- Level 5 – excellence; exceeds expectation**
- Level NO – no opportunity to observe/ not applicable**

At the completion of the *School Psychology Internship*, students are expected to be rated at Level 3 on approximately 90% (87-95%) and the mastery or excellent levels (Levels 4 or 5) on approximately 70% (67% - 75%) of the performance indicators associated with each standard. (All three-performance indicators must be rated at the indicated level for Standard 11.) Additionally, some individual performance indicators (see following table) must be rated at mastery or excellent levels.

Appendix Two: Memorandum of Understanding

School Psychology Ed.S. Internship Non-Binding Memorandum of Understanding

Non-Binding Memorandum of Understanding Between Ed.S. Internship Site and the Wichita State University Psychology Program for the Provision of a Specialist Internship in School Psychology

This Non-Binding Memorandum of Understanding (“MOU”) is between the (“Internship Site”), the School Psychology Program at Wichita State University (hereinafter referred to as WSU), and the Internship Student. It is understood that the participating parties will cooperate in the conduct of professional activities relating to the practicum as described below.

This MOU will be in effect from _____ through _____; the Intern will work at the Internship Site on the same work hours, and for the same length of time each day, as do the Internship Site's regular 10-month employees. Total number of hours at the Internship Site will be at least 1200, across at least one calendar year. The intern may work part-time for two years, though still must achieve 1200 hours, before moving to the professional license. The internship is a post-Ed.S. degree requirement of WSU and the Kansas State Department of Education. Interns must have their Kansas School Psychologist Provisional License before beginning their internship.

The conditions contained in this MOU describe the internship experience (CESP 977: Internship in School Psychology) and are to be agreed upon by the university supervisor, field supervisor (Supervising School Psychologist), intern, and district administrator before the initiation of the internship.

General Agreements

This MOU does not create any legally binding obligations on any party but is rather intended to facilitate further cooperation and collaboration between the parties for the School Psychology Internship Program.

1. The conditions contained in this MOU describe the internship experience (CESP 977: Internship in School Psychology) and are agreed upon by WSU, the Internship Site, and the Intern.
2. Wichita State University agrees:
 - a. To recommend for placement only those students that have satisfactorily completed all of the pre-practicum coursework and practicum requirements as specified by the Program's curriculum.

- b. The faculty is available on reasonable notice for consultation and to actively collaborate with the Practicum Site and the Practicum student regarding their respective written evaluations of the progress of the Practicum.
3. The Internship Site agrees:
- a. To provide a School Psychology Internship, which emphasizes the training needs of the Intern, ensures breadth and quality of training, provides an extension of education and supervised training from the Program, and includes such experiences as are necessary to gain initial competence as a School Psychologist. The Internship will consist of primarily school psychological activities in the areas of assessment, consultation, and intervention in both general and special education settings.
 - b. To designate a supervisor(s) who is primarily responsible for coordinating the experience of the Practicum student. The field supervisor must be a licensed school psychologist that should have held the state school psychology credential for at least three years and have been employed by the school district, or the student's employer, as a school psychologist for at least one year. Additional involvement by the Practicum student with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.
 - c. To provide a minimum of two hours a week of individual supervision with the supervising psychologist(s). And to provide the Intern with supervision and professional development that will account for at least 10% (120 hours) of the Intern's time.
 - d. To allow the School Psychologist Intern at least 4 days a school year (2 days a semester) to attend training events at Wichita State University. It is encouraged that the school district consider these days to be classified as professional development.
 - e. To keep the University informed regarding the Intern's progress, including at least two written evaluations a semester, and to immediately notify the Program if problems arise or are anticipated. And, to develop a remediation plan in collaboration with the program for those Interns whose performance and/or attainment of competencies are of concern to the field supervisor and/or university supervisor during the Internship year.
 - f. To designate the trainee status of the Intern by the title "intern" or other designation of trainee status. If it is noted that if the intern and internship site is not specifically referring to the intern, as "intern" in emails, communication with parents, or within their schools, this is an ethical violation and may result in the need for remediation.
 - g. To assure that reports and other documents by the Intern are cosigned by the school psychologist/psychologist responsible for the Intern. If Intern

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

- h. To work collaboratively with the Program faculty to provide formative and summative performance-based evaluation of the Intern’s performance.
 - i. To have a written agreement with the Intern that specifies a) the length of time of the internship and any terms of compensation for the Intern and release time for the field-based Internship supervisor, b) expense reimbursement, safe and secure work environment, adequate office space, and support services comparable to other psychologists who work at the agency/school district, and c) opportunities to participate in continuing professional development, including attendance, twice per semester, to university-based seminars.
4. The Intern agrees:
- a. To perform all internship functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP. Also, to abide by all regulations and guidelines that apply to professional school psychologists working at the Internship Site.
 - b. To authorize the Program and the Internship Site to exchange all information, through any means necessary, regarding the Intern which the Program and/or Internship Site shall deem necessary to conduct the Internship.
 - c. To provide at least two written evaluations a semester of the internship experience to the Program.
 - d. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.
 - e. To maintain a monthly internship log detailing the Intern's activities and filed with the Program's University Supervisor on a monthly basis.
 - f. To complete additional requirements as listed in the Ed.S. Internship Syllabus distributed by the Program’s University Supervisor.

If you have questions or concerns about any part of the practicum, please contact Mia Bonitto, this student's university practicum supervisor, at mia.bonitto@wichita.edu

SIGNATURES

In WITNESS WHEREOF, The parties hereto have executed this Non-Binding MOU as of the date shown below the respective signatures.

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

Intern

Date

Field Supervisor

Date

Internship Site Representative (District Administrator) Date

University Supervisor

Date

University Program Representative

Date

School Psychology Ed.S. Practicum Non-Binding Memorandum of Understanding

Non-Binding Memorandum of Understanding Between Ed.S. Internship Site and the Wichita State University Psychology Program for the Provision of a Specialist Internship in School Psychology

This Non-Binding Memorandum of Understanding (“MOU”) is between the (“Practicum Site”), the School Psychology Program at Wichita State University (hereinafter referred to as WSU), and the Practicum Student. It is understood that the participating parties will cooperate in the conduct of professional activities relating to the practicum as described below.

This MOU will be in effect from _____ through _____; the Practicum student will work at the Practicum Site, on average, 6 to 7 hours per day, meaning that the student generally will be at the site for periods of time before and after students are in attendance. Total number of hours at the Practicum Site will be at least 600, across at least one semester. The practicum student may work part-time for two semesters, though still must achieve 600 hours, before graduating.

The conditions contained in this document describe the practicum experience (CESP 946: Practicum in School Psychology) and are to be agreed upon by the university supervisor, field supervisor (Supervising School Psychologist), practicum student, and district administrator before the initiation of the practicum.

General Agreements

This MOU does not create any legally binding obligations on any party but is rather intended to facilitate further cooperation and collaboration between the parties for the School Psychology Internship Program.

1. The conditions contained in this MOU describe the practicum experience (CESP 946: Practicum in School Psychology) and are agreed upon by WSU, the Practicum Site, and the Practicum student.
2. Wichita State University agrees:
 - a. To recommend for placement only those students that have satisfactorily completed all of the pre-practicum coursework and practicum requirements as specified by the Program's curriculum.
 - b. The faculty is available on reasonable notice for consultation and to actively collaborate with the Practicum Site and the Practicum student regarding their respective written evaluations of the progress of the Practicum.
3. The Practicum Site agrees:
 - a. To provide a School Psychology Practicum, which emphasizes the training needs of the Practicum student, ensures breadth and quality of training, provides an extension of education and supervised training from the

Program, and includes such experiences as are necessary to prepare the student to demonstrate beginning competency levels in school psychology and to act as an Intern in the following semester. The Practicum will consist of primarily school psychological activities in the areas of assessment, consultation, and intervention in both general and special education settings.

- b. To designate a supervisor(s) who is primarily responsible for coordinating the experience of the Practicum student. The field supervisor must be a licensed school psychologist that should have held the state school psychology credential for at least three years and have been employed by the school district, or the student's employer, as a school psychologist for at least one year. Additional involvement by the Practicum student with other psychological staff is expected and encouraged. Collaborative work with representatives from other disciplines is desirable.
- c. To provide a minimum of one half day a week of individual supervision with the supervising psychologist(s). And to provide the Practicum student with supervision and professional development.
- d. To allow the School Psychologist Practicum student to attend all on campus university trainings for the WSU course
- e. To keep the University informed regarding the Practicum student's progress, including at least two written evaluations a semester, and to immediately notify the Program if problems arise or are anticipated. And, to develop a remediation plan in collaboration with the program for those Practicum students whose performance and/or attainment of competencies are of concern to the field supervisor and/or university supervisor during the Practicum year.
- f. To designate the trainee status of the Practicum student by the title "practicum student" or other designation of trainee status. If it is noted that if the practicum student and the practicum site are not specifically referring to the student as a "practicum student" in emails, communication with parents, or within their schools, this is an ethical violation and may result in the need for remediation.
- g. To assure that reports and other documents by the Practicum student are cosigned by the school psychologist/psychologist responsible for the Practicum student. If Practicum student reports or other documents are submitted online or completed during a team meeting and therefore not available in hard copy for the supervisor to sign, a cover letter must be issued stating that the report or other documents have been "reviewed and approved by" the responsible (supervising) psychologist and the cover letter must also be inserted in the student's file stating that the Practicum student's evaluation and reporting of results or other documentation for that student were supervised. The Practicum student's name and the name of the student who was evaluated must be on the statement, and it

must be signed by the supervisor. It is imperative that the supervisor reviews the Practicum student's work before it is shared with others, so the supervisor knows exactly what information the Practicum student is providing as part of the Practicum student's practicum duties.

- h. To work collaboratively with the Program faculty to provide formative and summative performance-based evaluation of the Practicum student's performance.
 - i. To have a written agreement with the Practicum student that specifies a) the length of time of the practicum and any terms of compensation for the Practicum student and release time for the field-based Practicum supervisor, b) expense reimbursement, safe and secure work environment, adequate office space, and support services comparable to other psychologists who work at the agency/school district, and c) opportunities to participate in continuing professional development.
4. The Practicum student agrees:
- a. To perform all practicum functions and duties within the ethical guidelines and professional standards applicable to professional school psychologists, as delineated by NASP. Also, to abide by all regulations and guidelines that apply to professional school psychologists working at the Practicum Site.
 - b. To authorize the Program and the Practicum Site to exchange all information, through any means necessary, regarding the Practicum student which the Program and/or Practicum Site shall deem necessary to conduct the Practicum.
 - c. To provide at least two written evaluations a semester of the practicum experience to the Program.
 - d. To affirmatively inform the Program if problems arise or are anticipated, and to do so at the earliest possible time.
 - e. To maintain a monthly practicum log detailing the Practicum student's activities and filed with the Program's University Supervisor on a monthly basis.
 - f. To complete additional requirements, as they arise, as reflected in the Ed.S. Practicum Syllabus distributed by the Program's University Supervisor.

If you have questions or concerns about any part of the practicum, please contact Mia Bonitto, the university practicum supervisor, at mia.bonitto@wichita.edu

SIGNATURES

In WITNESS WHEREOF, The parties hereto have executed this Non-Binding MOU as of the date shown below the respective signatures.

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

Practicum student

Date

Field Supervisor

Date

Practicum Site Representative (District Administrator)

Date

University Supervisor

Date

University Program Representative

Date

Appendix Three: Practicum & Internship **Evaluation Form**

Applied Experience Field Experiences Evaluation

Revised March 2018, January 2021

Wichita State University

Intern or practicum student name:

Supervisor Name:

Date:

Criteria for Applied Experience Field Experiences Evaluation

The Applied Experience Field Experiences Evaluation consists of all the performance indicators associated with the standards for the Kansas School Psychologist License. It must be submitted at the midpoint and the end of the School Psychology Applied Experience (CESP 977 & 946). The evaluation form is completed by the candidate, and also by the candidate's Field Supervisor based on observation of relevant activities. Scores should be completed separately and then compared

The items on the Applied Experience Field Experiences Evaluation are rated according to the following scale:

Level 1 – not observed (when there was opportunity) or failed to perform task adequately

Level 2 – skill being developed; still needs assistance to perform task

Level 3 – beginning level; performed well

Level 4– mastery level; performed with ease, very effective

Level 5 – excellence; exceeds expectation

Level NO – no opportunity to observe/ not applicable

At the completion of the *School Psychology Practicum*, students are expected to be rated at Level 3 or higher on approximately 80% (77% - 85%) of the performance indicators associated with each standard.

At the completion of the *School Psychology Internship*, students are expected to be rated at Level 3 on approximately 90% (87-95%) and the mastery or excellent levels (Levels 4 or 5) on approximately 70% (67% - 75%) of the performance indicators associated with each standard. (All three-performance indicators must be rated at the indicated level for Standard 11.) Additionally, some individual performance indicators (see following table) must be rated at mastery or excellent levels.

The numbers of performance indicators associated with each standard, for the School Psychology Internship, that must be rated at the expected levels are listed in the following table.

Standard	Number of Associated Performance Indicators	Minimum number that must be rated at Levels 4 or 5	Required Performance Indicators	Standard	Number of Associated Performance Indicators	Minimum number that must be rated at Levels 4 or 5	Required Performance Indicators
1	11	8		7	6	4	#4
2	8	6		8	6	4	#1, #3

3	9	6	#2, #6, #9	9	8	6	
4	11	8	#1, #2, #4, #5, #11	10	10	7	#1, #6
5	4	3		11	3	3	
6	6	4	#1, #6				

The following chart reflects the NASP standards that relate to the KSDE standard assessed in this Field Experience Evaluation.

	NASP Standard	KSDE Standards
Standard Addressed	2	1,11
	3	2
	4, Element 4.1	8
	4, Element 4.2	8
	5, Element 5.1	3,4,6
	5, Element 5.2	7
	6	8
	7	5
	8, Element 8.1	9
	8, Element 8.2	10

Standard #1: The school psychology intern or practicum student 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.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student collects data about school and home environments and cognitive, social, and behavioral factors that have a significant impact on children's school achievement and personal competence. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student 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). <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student uses data to design, implement, modify, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities. <i>Basis of rating:</i>						
Indicator 6: The school psychology intern or practicum student assists school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. <i>Basis of rating:</i>						
Indicator 7: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						

<p>Indicator 8: The school psychology intern or practicum student administers, scores, and interprets individual tests of cognition, achievement, and social or emotional development. Basis of rating:</p>						
<p>Indicator 9: The school psychology intern or practicum student develops, administers, and interprets assessment material to evaluate the performance of student s within their local curriculum (i.e., curriculum-based assessment). Basis of rating:</p>						
<p>Indicator 10: The school psychology intern or practicum student translates assessment results to clear, concise psycho-educational reports. Basis of rating:</p>						
<p>Indicator 11: The school psychology intern or practicum student maintains confidential records of evaluations and assessments. Basis of rating:</p>						
<p>STANDARD #1: TOTAL NUMBER OF RATINGS</p>						

8 =Minimum total number rated at 4 or 5 for Applied Experience

Standard #2: The school psychology intern or practicum student has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychology intern or practicum student collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student uses positive interpersonal skills to listen, adapt, address ambiguity, and demonstrate patience in difficult situations. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student establishes and maintains rapport throughout the problem-solving process. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student presents and disseminates information clearly to diverse audiences. <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student selects and applies consultation principles and strategies appropriate to each situation. <i>Basis of rating:</i>						
Indicator 6: The school psychology intern or practicum student facilitates team meetings effectively. <i>Basis of rating:</i>						
Indicator 7: The school psychology intern or practicum student uses effective conflict-resolution strategies in the school community. <i>Basis of rating:</i>						
Indicator 8: The school psychology intern or practicum student promotes change at the levels of the individual student, classroom, school building, district, and/or other agency. <i>Basis of rating:</i>						
STANDARD #2: TOTAL NUMBER OF RATINGS						

6 = Minimum total number rated at 4 or 5 for Applied Experience

Standard #3: The school psychology intern or practicum student, 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.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student uses empirically-based learning principles to help children develop their abilities to be self-regulated learners. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student, in collaboration with others, implements intervention to achieve appropriate cognitive and academic goals to support effective learning behaviors, such as study skills, self-monitoring, planning/organization, and time management skills. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student, 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. <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 6: The school psychology intern or practicum student, in collaboration with others (e.g., schools and other agencies), develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment. <i>Basis of rating:</i>						
Indicator 7: The school psychology intern or practicum student links assessment information to the development of instructional strategies to meet the individual learning needs of children. <i>Basis of rating:</i>						
Indicator 8: The school psychology intern or practicum student uses appropriate assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary. <i>Basis of rating:</i>						
Indicator 9: The school psychology intern or practicum student, in collaboration with others, evaluates the effectiveness of interventions with respect to the implementation of the intervention strategy (treatment integrity) and the extent to which the instructional or intervention strategy contributed to the outcome; and identifies factors that constitute a successful outcome. <i>Basis of rating:</i>						
STANDARD #3: TOTAL NUMBER OF RATINGS						

Ratings of 4 or 5 on Indicators 2, 6, and 9, plus at least three other Indicators = Minimum ratings for Applied Experience

Standard #4: The school psychology intern or practicum student, in collaboration with others, develops appropriate behavioral, affective, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.						
RATING		1	2	3	4	5 NO
<p>Indicator 1: The school psychology intern or practicum student, in collaboration with others, provides effective consultation, behavior assessment and interventions, and counseling services, and develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs. <i>Basis of rating:</i></p>						
<p>Indicator 2: The school psychology intern or practicum student, in collaboration with others (i.e., teachers and families) implements interventions, such as conflict resolution and social problem-solving/decision-making approaches, in teaching pro-social behavior. <i>Basis of rating:</i></p>						
<p>Indicator 3: The school psychology intern or practicum student 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). <i>Basis of rating:</i></p>						
<p>Indicator 4: The school psychology intern or practicum student, in collaboration with others, implements interventions that create 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. <i>Basis of rating:</i></p>						
<p>Indicator 5: The school psychology intern or practicum student in collaboration with others (e.g., teachers and families), implements interventions to help children become responsible for their own behavior. <i>Basis of rating:</i></p>						
<p>Indicator 6: The school psychology intern or practicum student assists parents and other adult caregivers with development and implementation to behavior change programs in the home in order to facilitate the learning and development of their children. <i>Basis of rating:</i></p>						
<p>Indicator 7: The school psychology intern or practicum student uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom). <i>Basis of rating:</i></p>						
<p>Indicator 8: The school psychology intern or practicum student incorporates appropriate strategies when developing intervention programs to facilitate successful transitions (e.g., within the daily schedule, program to program, early childhood to school, and school to work transitions). <i>Basis of rating:</i></p>						
<p>Indicator 9: The school psychology intern or practicum student links assessment information to the development of strategies to address individual behavioral, affective, adaptive, and social goals for infants and children. <i>Basis of rating:</i></p>						
<p>Indicator 10: The school psychology intern or practicum student uses appropriate assessment techniques, including treatment integrity, to assess progress toward goals and assist in revising instructional or intervention strategies as necessary. <i>Basis of rating:</i></p>						

<p>Indicator 11: The school psychology intern or practicum student, collaboration with others, evaluates the effectiveness of interventions with respect to the implementation of the intervention strategy (treatment integrity) and the extent to which the instructional or intervention strategy contributed to the outcome; and identifies factors that constitute a successful outcome.</p> <p><i>Basis of rating:</i></p>						
<p>STANDARD #4: TOTAL NUMBER OF RATINGS</p>						

Ratings of 4 or 5 on Indicators 1, 2, 4, 5, and 11, plus at least three other Indicators = Minimum ratings for Applied Experience

Standard #5: The school psychology intern or practicum student 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.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student promotes practices that help infants, children and families of all backgrounds feel welcome and appreciated in the school and community. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings. <i>Basis of rating:</i>						
STANDARD #5: TOTAL NUMBER OF RATINGS						

3 = Minimum total number rated at 4 or 5 for Applied Experience

Standard #6: The school psychology intern or practicum student has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychology intern or practicum student works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student works with individuals and groups in general education, special education, and other educational and related services to create and maintain supportive and effective learning environments by 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. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student facilitates decision-making and collaboration, and fosters a commitment to quality, effective services for all infants, children, youth, and families. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						

<p>Indicator 6: The school psychology intern or practicum student works with individuals and groups to develop policies and procedures to promote safe and violence free schools. Basis of rating:</p>						
<p>STANDARD #6: TOTAL NUMBER OF RATINGS</p>						

Ratings of 4 or 5 on Indicators 1 and 6, plus at least two other Indicators = Minimum ratings for Applied Experience

Standard #7: The school psychology intern or practicum student provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student 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.). Basis of rating:						
Indicator 2: The school psychology intern or practicum student develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems. Basis of rating:						
Indicator 3: The school psychology intern or practicum student 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.). Basis of rating:						
Indicator 4: The school psychology intern or practicum student collaborates with other health care professionals to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Basis of rating:						
Indicator 5: The school psychology intern or practicum student facilitates environmental changes that support health and adjustment of infants and children. Basis of rating:						
Indicator 6: The school psychology intern or practicum student 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). Basis of rating:						
STANDARD #7: TOTAL NUMBER OF RATINGS						

Ratings of 4 or 5 on Indicator 4, plus at least three other Indicators = Minimum ratings for Applied Experience

Standard #8: The school psychology intern or practicum student works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student designs, implements, and evaluates programs that promote and provide comprehensive services to children and families through school, family, and/or community partnerships and enhanced academic and behavioral goals for student s. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student 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). <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families that involve school curriculum design and interventions for students. <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student educates schools and communities regarding the impact of family involvement on children's development and achievement and advocates for parent involvement in planning for their children and school governance whenever feasible. <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies. <i>Basis of rating:</i>						
Indicator 6: The school psychology intern or practicum student understands the relationship between infants, their families and community agencies and assists in coordinating services when programming for infants. <i>Basis of rating:</i>						
STANDARD #8: TOTAL NUMBER OF RATINGS						

Ratings of 4 or 5 on Indicators 1 and 3, plus at least two other Indicators = Minimum ratings for Applied Experience

Standard #9: The school psychology intern or practicum student 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.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student applies principles of research when designing research studies and evaluating others' research, including its internal and external validity. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student bases practice on sound research and translates new research findings into service delivery. <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student applies findings from intervention research when designing intervention programs (e.g., educational, mental health). <i>Basis of rating:</i>						
Indicator 4: The school psychology intern or practicum student evaluates the psychometric properties of the assessment methods, including published tests, used in data-based decision making. <i>Basis of rating:</i>						
Indicator 5: The school psychology intern or practicum student provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data. <i>Basis of rating:</i>						
Indicator 6: The school psychology intern or practicum student 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. <i>Basis of rating:</i>						
Indicator 7: The school psychology intern or practicum student integrates knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities. <i>Basis of rating:</i>						
Indicator 8: The school psychology intern or practicum student provides information about relevant research findings to school personnel, parents, and the public. <i>Basis of rating:</i>						
STANDARD #9: TOTAL NUMBER OF RATINGS						

6 = Minimum total number rated at 4 or 5 for Applied Experience

Standard #10: The school psychology intern or practicum student 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 psychology intern or practicum student 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.						
RATING	1	2	3	4	5	NO
Indicator 1: The school psychology intern or practicum student applies methods from psychology, education, special education, health care, and related fields, a. in work with infants/pre-K student s, AND b. in work with children, parents, and professionals in school and other agencies. Basis of rating:						
Indicator 2: The school psychology intern or practicum student adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties. Basis of rating:						
Indicator 3: The school psychology intern or practicum student promotes due process guidelines in all decisions affecting students. Basis of rating:						
Indicator 4: The school psychology intern or practicum student maintains accepted standards in assessment, consultation, intervention, and general professional practice. Basis of rating:						
Indicator 5: The school psychology intern or practicum student fulfills all legal requirements. Basis of rating:						
Indicator 6: The school psychology intern or practicum student promotes new public policies and practices in schools and other settings and advocates for the rights and welfare a. of infants/pre-K student s, AND b. of children and families. Basis of rating:						
Indicator 7: The school psychology intern or practicum student evaluates personal knowledge, professional competence and outcomes of services to determine specific needs for continuing professional development. Basis of rating:						
Indicator 8: The school psychology intern or practicum student recognizes personal limitations, biases, and areas of expertise. Basis of rating:						
Indicator 9: The school psychology intern or practicum student plans and implements systematic and effective techniques to enhance professional development. Basis of rating:						
Indicator 10: The school psychology intern or practicum student advocates for continuing professional development opportunities for all personnel. Basis of rating:						
STANDARD #10: TOTAL NUMBER OF RATINGS						

Ratings of 4 or 5 on Indicators 1 and 6, plus at least five other Indicators = Minimum ratings for Applied Experience

Standard #11: The school psychology intern or practicum student accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.						
RATING		1	2	3	4	5 NO
Indicator 1: The school psychology intern or practicum student uses word processing, spread sheets, test scoring software and other computer resources to function more effectively and efficiently. <i>Basis of rating:</i>						
Indicator 2: The school psychology intern or practicum student uses information resources and technology (e.g., CD ROM, the World Wide Web, e-mail, interactive television, distance learning technology) to acquire information, current research findings, and continuing professional development <i>Basis of rating:</i>						
Indicator 3: The school psychology intern or practicum student uses technology when designing, implementing, and evaluating instructional programs or interventions for infants, children and youth. (This includes the used of adaptive technology as appropriate.) <i>Basis of rating:</i>						
STANDARD #11: TOTAL NUMBER OF RATINGS						

3 = Minimum total number rated at 4, or 5 for Applied Experience

Ratings for Fall/Spring _____

RED COLOR Practicum or Applied Experience Student (electronic signature)

BLUE COLOR Supervisor (electronic signature)

Evaluator's signature _____ Date _____

Graduate Student's signature _____ Date _____

(The student's signature indicates only that the evaluation has been discussed with the student.)

Revised 3/18, 1/21