SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK
Specialist Degree

2014–2015
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I. OVERVIEW OF THE Ed.S. PROGRAM IN SCHOOL PSYCHOLOGY

The school psychology program at the University of Kentucky is designed to educate and prepare students to be applied psychological specialists with expertise in diverse educationally related settings. The sequence of coursework and experience is organized to provide knowledge in: (a) the core areas of psychology, education, and research methodology, and (b) a professional psychology core. Through a systematic exposure to the research and theories of psychology and education, as well as the skills of the psychological service provider, each student will develop a personal integration of scientific and professional expertise and commitment.

School psychologists work in a variety of professional settings including preschools, elementary and secondary educational institutions, higher education institutions, medical settings, government agencies, and private and/or group practice(s). Within these organized settings, they may function as educators, administrators, researchers, consultants, growth facilitators, and/or remedial agents. The school psychologist is trained to combine the basic principles of psychology including human development, cognition and learning, social psychology, and research and theory, with a knowledge of both regular and special education services in order to enhance the intellectual, emotional, and social development of students in an educational setting. School psychologists accomplish these goals through the provision of direct assessment and intervention services, development of innovative programs, consultation with teachers, parents and administrators, and participation in preventive mental health programs and activities within the school and community. The school psychology program takes advantage of its location in the UK College of Education to foster integration between education and psychology in the training program.

Given the range of professional work settings and roles in which the school psychologist may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The philosophy of the program must help guide students in their development of expertise in the traditional domains of psychology, counseling, instructional strategies that address individual and larger social concerns, and methodologies to conduct research and evaluate outcomes and methods. The program has adopted the departmental Social Justice theme in its philosophy of training. The University of Kentucky School Psychology program infuses a Social Justice perspective in our training by examining and challenging institutions that perpetuate educational inequalities on the basis of disability, race, ethnicity, socioeconomic status, sexual orientation, religion/spirituality, language, gender or gender expression. We believe every individual is deserving of respect and entitlement to resources, both within the school and within the community. Our program strives to optimize personal development and achievement across individuals from all backgrounds through activities integrated in coursework and program requirements that encourage students to engage in exercises that promote the welfare of all students. We, therefore, have a commitment to psychological practices that
contribute to child, family, and community well-being by advocating for individuals who may not have access to mainstream resources.

An overarching definition of social justice in school psychology requires advocating for and increasing the self-advocacy capabilities of any individual group whose best interests are not represented—intentionally or unintentionally—by persons or systems that make and enforce rules, laws, policies, etc. that maintain the status quo. Individuals included in the definition are those of differing abilities, race, ethnicity, regionality, SES, sexual orientation, religion and/or spirituality, language, gender or gender expression. Students within the program are expected to develop an understanding that individuals may belong to multiple groups. In accordance with APA guidelines that “psychologists take precautions to ensure that their potential biases…do not lead to or condone unjust practices” (Principle D) and “psychologists are aware of and respect cultural, individual, and role differences,” (Principle E), as well as the NASP guideline that “school psychologists recognize subtle racial, class, gender, and cultural biases…and work to reduce and eliminate these biases where they occur,” (Practice Guideline 5.2), the UK School Psychology Training Program strives to create psychologists who are sensitive to issues of multiculturalism and advocate for social justice (APA, 2002).

With the integration of diversity and social justice throughout the program, our sequence of courses designed for the UK School Psychology Training Program provides a foundation of basic knowledge and skills in psychology and education, and a component of individually designed coursework that facilitates the development of a broad range of scientific, interpersonal, and leadership competencies and perspectives. The EdS training model consists of five domains (see Appendix A of Handbook) that emphasize the importance of professional conduct (Domain I), interpersonal competence (Domain II), professional practice competencies (Domain III), foundational knowledge (Domain IV), and research competencies (Domain V) all grounded within a social justice, systems, and advocacy lens. Foundational knowledge in the areas of psychology, psychological science, professional practice, and educational theory (Domain IV) informs both professional practice competence and research competencies. Professional conduct (Domain I) and interpersonal competence (Domain II) are centered within the training model as professional and interpersonal behaviors impact all aspects of school psychology training and practice. All domains are embedded within the larger framework of social justice, systems, and advocacy, which permeate all aspects of the program.

Program training goals, objectives, and competencies (GOCs) translate our program’s training model into operationalized and measurable competencies (see Appendix B of Handbook for GOCs). Within each domain, student performance is evaluated through coursework, practicum experiences, internship experiences, and formal examinations. Frequent assessment of student mastery of program GOCs ensures that students realize the conceptual aspirations of the program.

This handbook outlines the expectations for the completion of the specialist degree in School Psychology. This document therefore contains the description, requirements, procedures, and guidelines related to the specialist training in School Psychology. In addition to familiarizing oneself with the materials contained in this handbook, students are expected to understand the standards and policies set forth by the University of Kentucky Graduate School.
Program requirements, evaluations, and procedures may change during a students’ tenure in the program in efforts to improve the training program or response to other factors, such as change in professional credentialing standards. Students will be informed of program changes via regular student-faculty program meetings, advisement meetings, and/or via program listserv communications. When program changes occur, students will typically be held to program policies in place at the time of admission to the program.

II. GRADUATE ADVISEMENT

Once the student is admitted to the school psychology program, the Director of Graduate Studies (DGS) keeps track of the status of the student and all matters involving the graduate school. It is, therefore, imperative that the major professor and the student submit information to the DGS at each step of the student’s program.

Upon acceptance into the program, a program faculty member serves as initial advisor to that student. This advisor serves as the student’s major professor. However, given the nature of ongoing relationship with all faculty, students often receive advising from any of the core faculty. Examples of advising activities include: scheduling, practica placements, applying for internships, scheduling exams, and developing portfolios.

III. SPECIALIST DEGREE REQUIREMENTS

The program of study for the UK EdS. degree in school psychology has four objectives: (a) to meet the criteria for school psychology training developed by the National Association of School Psychologists, currently the 2010 standards; (b) to offer a varied curriculum that enables the student to develop multiple skills; (c) to explore individual interests while focusing on a selected area of expertise; and (d) to permit graduates to qualify for certification in Kentucky and many other states as school psychologists. Although specific numbers of credit hours required for program completion are determined by the students’ prior graduate and undergraduate preparation, the UK School Psychology EdS. program requires a minimum of 71 graduate semester hours beyond the bachelor’s degree, including credit earned for internship. Students are expected to spend a minimum of two full years (including fall, spring, and summer terms) in academic study to complete their required coursework, followed by a one-year, full-time internship supervised by a licensed school psychologist or a certified school psychologist. No more than one-fourth (25%) of a student’s coursework may be in courses which are not exclusively for graduate students. Because of the number of credit hours and the intense quality
of much of the coursework, students are expected to finish the program in a timely manner on a full-time basis. Therefore, students are expected to be enrolled in full-time study (at least 9 credit hours, but no more than 12 credit hours per semester unless enrolled for the HDI Certificate) for the majority of time enrolled in the program.

A petition must be made to the school psychology program faculty to waive coursework in the professional core areas if that work was not completed in the UK School Psychology Program. In situations in which students have taken courses more than five years prior to admission, the program faculty may request that these areas be repeated. For certain courses (e.g., statistics), the student may be required to pass an examination on the required coursework before proceeding to the next advanced level of study. In other skill-related courses such as assessment, counseling, and consultation courses, the student is required to demonstrate competency in those skill areas under direct supervision of the school psychology faculty. Credit for courses taken for remedial purposes is not applied towards the Ed.S. degree course requirements. The coursework in the Ed.S. program is divided across five major core areas:

**Area A: Psychological Foundations** (12 semester hours). Students must select one course from each of the following areas and must successfully complete each course:

- **Human Development** (3 hrs.)
  - EDP 600 Human Development
  - EDP 601 Human Social Development
  - EDP 603 Human Cognitive Development
  - PSY Elective

- **Human Learning** (3 hrs.)
  - EDP 610 Theories of Learning
  - EDP 611 Human Cognitive Learning
  - EDP 614 Motivation

- **Personality/Social Psychology** (3 hrs.)
  - EDP 613 Social Aspects of Behavior
  - PSY 548 Applied Social Psychology (if not taken as an undergraduate)

- **Psychopathology/Diagnosis** (3 hrs.)
  - EDP 669 Diagnostic Classification in School Psychology
    or
  - Transfer course (with approval from faculty)

**Area B: Scientific Foundations** (9 semester hours)

- EDP 558 Educational Statistics
- EDP 656 Methods of Educational Research
- EDP 660 Research Design & Analysis
- EDP 782 Independent Study in EDP (1-3 credits)*
Approved Electives from other university departments (e.g., EDS 633 – Single Subject Research Design; and other approved elective from STAT, SOC, PSY, EPE, EDS, BSC, College of Public Health)

*Students who are considering the doctoral degree are encouraged to complete a three hour independent study to meet one of their research course requirements. It is expected that this project will be a formal, empirically based research study with introduction, method, results (i.e., data analysis), and discussion sections. It is further expected that this project will be written in a format similar to studies submitted to professional journals. Students may work with any of the core faculty or other appropriate faculty members on this project. The faculty advisor for this research project will be responsible for guiding and evaluating the project. When the project is considered to be complete in the advisor’s judgment, the final copy of the research project will be submitted to other core faculty members for review. It is anticipated that the completion of this research project will meet part of the departmental research requirement for the research competency portfolio for those students who would continue in the department for doctoral study. The project MUST be completed by the end of the second year of the specialist program and prior to the internship.

Area C: Professional Practice Foundations (27 Credit Hours)

Professional Identity (6 hrs.)
- EDP 570 Introduction to Psychological Services in the Schools
- EDP 770 Legal & Ethical Issues in Professional Psychology

Psychoeducational Assessment & Intervention (21 hrs.)
- EDP 640 Individual Cognitive Assessment
- EDP 642 Individual Personality Assessment
- EDP 670 Psychoeducational Strategies of Intervention
- EDP 671 Seminar in Consultation
- EDP 605 Introduction to Counseling: Techniques I
- EDP 776 Psychoeducational Assessment
- EDP 680 Parent and Child Counseling

Area D: Educational Foundations (9 semester hours). Students must successfully complete a total of 9 credit hours in Educational Foundations; this typically represents courses in Curriculum/Reading, Multicultural Education, and Education of Exceptional Children. These educational foundation electives are selected, in part, by student interests and background.

- EDC 641 Research in Reading
- EDC 619 Assessment of Reading
- EDC 732 Principles of Curriculum Construction
- EDS 600 Survey of Special Education
- EDS 601 Applied Behavior Analysis (required)
- EDS 603 Behavioral Consultation in Schools
- EDS 611 Remediation of Learning Disabilities
- EDC 550 Education in a Culturally Diverse Society
- EPE 665 Education and Culture
- EDS 522 Children and Families

**Area E: Supervised Experience** (14 Credit Hours)

*Supervised Experience Component*

- EDP 675 Practicum in School Psychology (6 hrs.)
- EDP 675 Clinic Practicum (2 hr.)
- EDP 708 Internship in School Psychology (6 hrs.)

**Practica**

**First Year:** As part of EDP 570 (Introduction to Psychological Services in the Schools), students complete a 40-60 hour practicum wherein students observe their supervising school psychologist in a variety of roles and duties in their first semester of training. During the Spring semester, students complete readings and observe activities through the Program Training Clinic as part of a one-hour practicum experience in Spring of their second year. Students register for one hour of credit of EDP 675 during the Spring of their second year.

**Second Year:** Students in the specialist program in school psychology must complete a minimum of two semesters of EDP 675, Practicum in School Psychology, which is a placement in the schools during the second year of coursework. The practica have been designed to give students practical experience with assessment instruments, intervention, consultation services, and other aspects of school psychology practice including further exposure to the infrastructure of the school system and its political climate. In addition, these experiences emphasize recognizing and dealing with individual differences with respect to culture, gender, and other factors, as well as a variety of disabling conditions. Placements and experiences within are encouraged to include access to individuals from non-mainstream cultures and economic backgrounds.

Requirements for completion of EDP 675 include ten hours per week of direct service over the course of the second year, plus attendance at a weekly supervisory seminar conducted by a member of the program faculty on campus utilizing case studies, intervention presentations, and other problem-solving activities. Students maintain logs and are required to obtain a minimum of 400 hours for the school year. Students also receive individual, on-going supervision from their field supervisor and the University practicum supervisor provides individual supervision on request. For the second year practicum, students complete a practicum contract outlining responsibility of student, school-based supervisor, and university supervisor. In the second year, EdS students also complete 40 client contact hours in the program’s School Psychology Training clinic.

**School Psychology Clinic:** As part of the specialist practicum sequence, students will be expected to acquire experience in the school psychology clinic during their first and second year of training. The clinic year will correspond with the academic calendar (i.e., mid- to late August through early May). Time spent in the clinic as a part of practicum will commence the first year.
of training (i.e., the student’s first semester enrolled in the EdS program) and will end after the second semester of the second year of the specialist program.

First-year clinic requirements. The yearly hourly requirement for first year students consists of approximately 40 hours of clinic orientation, reading, viewing training videotapes, and observing clinic assessments. The first-year clinic requirements are introduced in EDP 640 in the Fall of the first year and students are required to complete the first-year clinic requirements by the end of the Spring semester of the first year.

Second-year clinic requirements. The yearly hourly requirement for second year students is 40 contact hours. The 40 client contact hours will consist of conducting 3-4 comprehensive psychological assessments and leading or co-leading a social skills intervention group in both fall and spring semesters of the second year. Students are required to register for one credit hour of practicum (EDP 675) during the spring of their first and second years for documentation of clinical hours.

Evaluation of Practica:
The close working relationship between program faculty and students in field practica is maintained primarily through the weekly supervision seminar, where students are responsible for presenting cases and recent journal articles relevant to topics germane to school psychology, describing daily functioning through maintenance of a log, and raising issues of appropriate professional practice as well as questions related to legal and ethical issues, conflicts with field supervisors or other district personnel, etc.. In addition, school administrators and a representative sample of professional staff who have had contact with the student may contribute to the evaluation of the student’s performance through formal and informal contact with the university supervisor.

Evaluation of students in practicum is accomplished through a combination of supervisory reports, portfolio, seminar performance, and site visit. Each practicum student must submit a comprehensive portfolio of their school-based clinical work at the end of each semester, maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report describing his/her personal view of the goals he/she has accomplished. In addition, each field supervisor submits a mid-year and end of year evaluation report for each practicum student, evaluating the student’s progress toward meeting her or his stated goals (available on program website; see “Practicum Supervisor’s Evaluation Form” at http://education.uky.edu/EDP/content/student-forms#sp_forms).

Internship
Each specialist student in school psychology must complete a one-academic-year (10-month), full-time internship in a school setting or other appropriate setting serving school-aged children. Students may also complete a half-time internship over two consecutive academic years. Students without prior full-time experience as a school psychologist in a public school must complete at least one-half of their internship in a school setting.

With the guidance of faculty, students are expected to identify, apply for, and obtain their internship. Several schools in and around Fayette County regularly seek out school psychology interns; however, students are encouraged to look for internships across the country. UK students have successfully completed Ed.S. internships across many states and districts. The process of
finding and applying for internships usually begins in the spring semester of a student’s second year. Some schools do not know about funding arrangements (and therefore hiring/payment options for interns) for the following year until mid- or late-spring of the previous year. There is not a lock-step process for advertising or filling intern positions across schools. Similarly, schools are not consistent in their salary and benefit packages for students. The UK School Psychology Program encourages students to accept paid internships. For students wishing to complete their internship out-of-state, faculty are available to assist with the process, but as with local internships, securing the internship is ultimately the responsibility of the student.

Whether completed on a half-time or full-time basis, the internship must include at least 1,500 clock hours of supervised experience over at least a 10 month period. The specialist internship must be supervised by an experienced school psychologist with responsibility for the nature and quality of the psychological services provided by the intern. This field supervisor must be an appropriately certified or licensed school psychologist in the state where the internship services are provided. The field supervisor should be responsible for no more than two interns at any one time. The student internship in school psychology will also have a university-based supervisor who will be responsible for maintaining contact with and receiving feedback from the field supervisor (available on program website; see “Internship Field Supervisor Rating Form” at http://education.uky.edu/EDP/content/student-forms#sp_forms) conducting supervisory sessions and class discussions, and, ultimately, issuing a grade for the internship experience. The internship placement and supervisor must be approved by the faculty according to guidelines approved by the program faculty (additional information on program website). Students and site supervisors will complete a contract outlining responsibilities of all parties, as well as develop and monitor individual goals (available on program website; see “Request for Internship Approval” and “Internship Contract” at “http://education.uky.edu/EDP/content/student-forms#sp_forms”).

Upon completion of 36 credit hours, students are eligible for the Master’s Degree in School Psychology. After completion of 48 hours and successful completion of the Praxis exam in School Psychology (http://www.ets.org/), students are eligible for the Provisional Certificate in the state of Kentucky. Upon the completion of the 71 hour specialist program (including 6 credit hours of internship), Praxis exam, and successful completion of the Ed.S. case study and oral exam, students are eligible for the Full State Certificate as a School Psychologist.

**IV. PROGRAM SEQUENCE and PROGRESS TOWARD DEGREE**

In order to meet programmatic requirements for training, specialist students must pass each of these competency benchmarks:

1.) **Required Coursework:** Coursework expectations require that students meet or exceed a “B” grade level or higher in each course. If students receive a grade level of “C” or below in any core courses, they must retake the course.
# Program of Study for Specialist Degree

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td><strong>First Year (37 credit hours)</strong></td>
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<tr>
<td>EDP 570 Intro to School Psych</td>
<td>EDP 642 Personality Assessment</td>
<td>EDS 601 Applied Beh. Analysis</td>
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<td>EDP 640 Cognitive Assessment</td>
<td>EDP 776 Psychoeduc Assess</td>
<td>EDP 613 Social Aspects of Behavior</td>
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<td>EDP 669 Diagnostic Classif. in S.P.</td>
<td>Educational Foundations Elective</td>
<td>EDP 605 Intro to Counseling</td>
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<td>EDP 558 Statistics</td>
<td>EDP 600 Human Development</td>
<td>EDP 670 Psychoed Interventions</td>
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<td>EDP 675 Clinic Practicum (1hr)</td>
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<td><strong>Second Year (28 credit hours)</strong></td>
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<td>EDP 671 Consultation</td>
<td>EDP 770 Legal/Ethical Issues</td>
<td>EDP 610 Theories of Learning</td>
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<td>EDP 680 Parent/Child Counseling</td>
<td>Educational Foundations Elective</td>
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<td>EDP 656 Methods of Ed. Research</td>
<td>EDP Research Methods Elective</td>
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<td>EDP 675 Practicum</td>
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<td>EDP 675 Clinic Practicum (1hr)</td>
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<td><strong>Third Year (6 credit hours)</strong></td>
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<tr>
<td>EDP 708 Internship in Sch Psych</td>
<td>EDP 708 Internship in Sch Psych</td>
<td>EDS Degree Awarded</td>
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* EDP 642 is taught twice a year, once by a school psychology faculty member who focuses primarily on child and adolescent personality measures and once by a counseling psychology faculty member who focuses primarily on adult personality measures. School psychology students who want exposure to adult assessment measures may elect to audit or take the course taught by the counseling psychology faculty member for no credit (since credit can be received only once for taking the course) in addition to the required course taught by the school psychology faculty member.

2.) **Master’s Exam:** Once the student has been cleared to sit for the Master’s examination, the student must submit two pieces of documentation: 1.) a portfolio of work meeting the requirements described on the program website and 2.) the Master’s exam competency evaluation (see “Masters Exam/Portfolio Scoring Sheet” at http://education.uky.edu/EDP/content/student-forms#sp_forms). The school psychology faculty will then review the portfolio and the student will be scheduled for an oral examination. The oral examination should occur during the semester the student earns her or his 36th credit hour. The examination will include a review and discussion of the competency checklist and an examination of the student’s knowledge and professional competence based on the coursework and supervised experience completed to that point. At least three members of the school psychology program will evaluate the student during the oral exam. Each of the ten NASP domains of the competency form will be evaluated and scored by each of the school psychology faculty. For a student to pass, the student must receive an overall Satisfactory score for the exam (a mean of 2) across faculty members. Results will be communicated to the students within two weeks of taking the masters examination. If the student does not receive an overall satisfactory score for the exam, a remediation plan will be developed among faculty and discussed with the student to improve the necessary domains of competency.
After completing the Master’s degree, students are transferred into the Ed.S. degree unless otherwise indicated by the School Psychology faculty. When students are admitted to the School Psychology program, it is admission to both the master’s and specialist degree. In effect, the master’s is earned en route to the specialist degree.

3.) **Practicum Requirements:** Students must receive practicum evaluations that meet or exceed a mean level of 3 (“acceptable”) in all domains of competence (i.e., 3 or higher for each of 16 domains) from the external supervisor (see “Practicum Supervisor’s Evaluation Form” at http://education.uky.edu/EDP/content/student-forms#sp_forms). If students do not receive a mean level of 3 across domains, a remediation plan is developed between the student, the student’s advisor, and the on-site supervisor for improvement. If improvement is not made within an agreed-upon time frame, all faculty will convene to discuss the most appropriate, individualized plan of action for the student.

4.) **Internship:** Students must receive internship evaluations that meet or exceed a mean level of 3 (“acceptable”) in all domains of competence (i.e., 3 or higher for each of 16 domains) from the external supervisor (see “Internship Field Supervisor Rating Form” at http://education.uky.edu/EDP/content/student-forms#sp_forms). If students do not receive a mean level of 3 across domains, a remediation plan is developed between the student, the student’s advisor, and the on-site supervisor for improvement. If improvement is not made within an agreed-upon time frame, all faculty will convene to discuss the most appropriate, individualized plan of action for the student.

5.) **Praxis Exam:** The Praxis Exam is required to graduate from the program. Students must pass the Praxis at the minimum state requirement of 161 (for national certification, you must receive a score of 165). Students are encouraged to obtain the score required for national certification, and seek the NCSP upon receipt of their Ed.S. degree. *Note:* Upon successful completion of this exam, students will receive formal documentation of their passing the Praxis. It is the student’s responsibility to ensure that faculty have this documentation for placement in the student’s personal file.

6.) **Ed.S. Exam/Case Study Defense:** Students will submit a comprehensive psychological report/intervention case study (with the use of pseudonyms) to all faculty. The case study must be electronically (in a .zip file format) submitted to the members of the examining committee two weeks prior to the formal exam (see http://education.uky.edu/EDP/sites/education.uky.edu.EDP/files/documents/SP_EdS_CaseStudyGuidelines.pdf). The student’s report or case study will be the major focus of the oral examination with examiners being provided copies of the student’s portfolio. Students will be expected to be able to address multiple aspects (assessment, intervention, legal/ethical, consultation) of the case they present. However, like the Master’s oral exam, the Ed.S. examination may also cover assessment of any aspect of the student’s competence to practice school psychology. A committee composed of three members of the departmental faculty including at least two school psychology faculty members conducts the oral examination. The committee will rate the case study before the oral exam. The final examination per
graduate school regulations is graded pass/fail and this determination is based on both the
written case study and the student’s oral description/defense of the case study.

V. ADDITIONAL INFORMATION

Financial Assistance
Fellowships. A limited number of University non-service fellowships are awarded each year on
the basis of the applicant’s qualifications and characteristics. These non-service fellowships
include funds designated for the purpose of recruiting minority students. In addition, funds are
awarded to each department on a competitive basis to students with high academic promise or as
a waiver of the out-of-state portion tuition. Information about fellowships may be obtained from
the department’s Director of Graduate Studies (DGS). Generally all applications for fellowships
must reach The Graduate School before February 1. A limited number of summer stipends also
are available.

Assistantships. The Department has a number of teaching and research assistantships available
each year for qualified students. More information is available about assistantships from the
Director of Graduate Studies, Department of Educational and Counseling Psychology. Students
also are encouraged to keep their advisor aware of their need for assistantships. Grants for
research and training projects are received from time-to-time, which seek students as research
assistants, and the faculty advisor may be aware of these positions. Frequently, all graduate
students who wish to receive an assistantship can be supported in this manner. Students who
accept full-time assistantships may be limited to nine credit hours of coursework per semester; a
reduction to nine credit hours would be a decision reached through consultation between the
student and faculty.

Program Communications
Our departmental web page (http://education.uky.edu/EDP/content/school-psych-overview)
contains useful information about the program, the Department, and the University of Kentucky.
Students should refer to the site as a first stop for information and program resources. All School
Psychology graduate students are assigned mail boxes in room 236 Dickey Hall. Memoranda,
circulars, and announcements are periodically placed in these mail boxes and/or sent
electronically. Students should check their campus mailbox and campus email addresses
regularly for important communications. All students are responsible for signing up to obtain
departmental communications (i.e., listservs). Students should read and respond to all
professional communications and requests promptly.

Registration and Deadlines
Each semester, specific deadlines for filing appropriate forms with the Graduate School are
published in the Schedule of Classes under the heading "Academic Calendar." Students are
responsible for checking these deadlines carefully, as many occur quite early in the semester. All
students currently enrolled who plan to continue their enrollment at UK the following semester
are required to preregister. Newly admitted students (including students who have been on leave)
may preregister if admitted before the following (approximate) dates each semester: Spring –
November 1, Summer – April 1, and Fall – July 15. Registration takes place online via
http://myuk.uky.edu. Students do not need a permit from the department or their Advisory Committee to register. Additional information is available from the Office of the Registrar (http://www.uky.edu/Registrar/).

**Writing Style Guidelines**
All work completed for School Psychology classes, unless otherwise specified, should conform to the writing guidelines of the American Psychology Association, 6th edition (APA, 2009). Likewise, all projects, papers, theses, and dissertations completed in fulfillment of degree requirements in the department should follow APA style and should be prepared according to University of Kentucky Graduate School guidelines EPAC Handbook – March 9, 2009, pp. 16-17(http://education.uky.edu/EDP/content/student-forms#sp_forms). School psychology graduate students are strongly encouraged to purchase the *Publication Manual of the American Psychological Association, Sixth Edition* (2009) during their first semester of study to assist them with their writing throughout their course of study.

**Scholarly Community and Professional Decorum**
The School Psychology faculty recognizes the importance of formal and informal socialization opportunities for graduate students. Opportunities are available both inside and outside of the department for students to become acquainted with one another and with the faculty, and for the more advanced students to provide guidance and support to those students who are in the initial stages of the program. Advanced students, with the support and encouragement of the faculty, will organize informal gatherings to welcome incoming PhD students and orient them to the nature and expectations of the program.

A graduate student lounge, 236 Dickey Hall, has been set aside for the use of departmental graduate students. The lounge has a small seating area and houses graduate student mailboxes. Announcements of interest to students are posted in the lounge, and students may use the facility for casual gathering and reading. The Graduate Student Lounge is intended to be a focal point for the exchange of research, professional, and social interests, which are important components of the educational program in the Department.

Additional avenues by which professors and students in the educational psychology program have the opportunity to exchange ideas include formal meetings such as students’ defenses, departmental and/or program colloquia, research teams, and individual or small-group meetings. Students are strongly encouraged to avail themselves of these opportunities to maximize their growth and to be good citizens of our professional community.

**Research with Human Subjects**
All graduate students who will be working with human subjects data are required to pass a short-course on the legal responsibilities of researchers (i.e., “CITI” training) before being allowed to proceed with a study. This course is available online through the Office of Institutional Research (http://www.research.uky.edu/ori/). Any student conducting research directly or indirectly with human subjects must first have the study approved by the University of Kentucky Institutional Review Board (IRB). Students should check with the Office of Research Integrity and their major professor for details about the IRB submission. Students should plan ahead for possible IRB delays, which can sometimes take several months.
Career Guidance

Students may start a placement folder at the UK Placement and Career Resources Center, which is located on the 2nd floor of the Mathews Building. This Center is an excellent resource for gathering information relative to questions students may have regarding career counseling, resume writing, and skills in interviewing. The Center can offer students a professional recommendation and transcript (credentials) file that students can send to prospective employers. This file may contain a placement form and up to four letters of recommendation.

Libraries and Computing

The three main libraries on campus in which EDP graduate students will be most interested are the Education Library, the Medical Library, and W.T. Young Library, which is the main campus library. The Education Library is located in Dickey Hall, 2nd floor. Psychological and educational abstracts are in the EPAC Handbook – March 9, 2009, p. 17-18—housed here, as well as the major journals in education and in counseling psychology (as opposed to other branches of psychology, which will not be found here). There are several copying machines available. Students are encouraged to make an appointment with one of the librarians for an orientation to the Education Library and its many services. W. T. Young Library, located on the main campus, houses the greatest number of journals and books in the field of psychology. The Medical Library, located in the Medical Center, contains medical, psychiatric, and physiological journals.

The Instructional Technology Center (ITC; http://www.coe.uky.edu/ITC/) provides services to support the use of media and technology in instructional, research, and service programs of the College of Education. The ITC has a large collection of hardware and software that may be checked out for use on various computers. The services of the ITC are available to students by request, and can be found in Room 151 of Taylor Education Building. Educational psychology students have access to two computer labs in the basement of Dickey Hall. Two other labs are located in the Taylor Education Building.

VI. POLICIES AND PROCEDURES

Student Code of Conduct

Code of Student Conduct: The University has an interest in the character of its students, and therefore, regards behavior at any location (on-campus or off-campus) as a reflection of a student’s character and ability to be a member of the student body. The Code of Student Conduct thus creates an expectation of behavior that the University deems acceptable and is not detrimental to the University. By fulfilling these expectations, students respect their classmates’ rights and further the University’s goals. All students should review and follow the University Code of Student Conduct found at http://www.uky.edu/StudentAffairs/Code/part1.html.

Student Grievance Procedure

Prior to invoking the procedures described below, the student is strongly encouraged—but not required—to address the grievance with the person alleged to have caused the grievance. This discussion should be held as soon as the student becomes aware of the incident that caused the grievance. The student may wish to present his or her grievance in writing to the person who is allegedly responsible for the grievance. In either case, the person alleged to have caused the grievance must respond to the student promptly, either orally or in writing.
Initial Review: If a student decides not to present his or her grievance to the person alleged to have caused the grievance or if the student is not satisfied with the response, he or she may present the grievance in writing to the Director of the Program. Any such written grievance must be received by the Director no later than thirty calendar days after the student first became aware of the facts which gave rise to the grievance (If the grievance is against the Director of the Program, the student should address his or her grievance to the next level director—1. The Director of Graduate Studies; 2. Department Chair; 3. The Dean of the College; and 4. The University Ombud). The Director of the Program will conduct an informal investigation as needed to resolve any factual inconsistencies.

Based upon the informal investigation, the Director of the Program shall make a determination and submit his or her decision in writing to the student and to the person alleged to have caused the grievance within ten calendar days of receiving the student’s complaint. The written determination shall include the reasons for the decision, shall indicate the remedial action to be taken if any, and shall inform the student of the right to seek review by the Director of Graduate Studies or the Department Chair.

Appeal Procedure: Within ten calendar days of receipt of the Director’s decision, a student who is not satisfied with the response of the Director after the initial review may seek further review by submitting the written grievance, together with the Director’s written decision, to the Director of Graduate Studies (DGS). The DGS will be limited to a review of the basis for the Director’s decision and does not need to involve a new investigation. The DGS may, but is not required to, direct that further facts be gathered or that additional remedial action be taken. Within 15 calendar days of receipt of the request for review, the DGS shall submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student if any. The student may elect to appeal the DGS’s decision to the Chair of the Department. Any such appeal must be filed not later than fifteen calendar days after the student receives the DGS’s decision.

Any verbal or written complaints filed by a student in the grievance process will be kept confidential. All complaints will be maintained according to the doctoral program’s procedures that are aligned with the APA Commission on Accreditation’s Filing Procedures (C-12): “The complaint log will include the date the complaint/grievance was filed, the issue(s) addressed, what, if any, action was taken, and the governance level (e.g., department, college, institution) at which the complaint/grievance has been or will be adjudicated.” All documentation will be kept in a locked filing cabinet with the Director of Graduate Studies.

Student Termination Policy
Students are expected to show the highest professional standards during their coursework activities as well as during practicum and internship experiences and acceptable achievement of content skills throughout the program. Specifically, students are expected to demonstrate professional behavior that is consistent with the professional standards outlined by the National Association of School Psychologists. When it appears that a candidate is seriously lacking in meeting these expectations, a request may be made by faculty, the school supervisor, clinic directors, or by the university supervisor to terminate the candidate and remove him/her from the
program. Reasons for dismissal from the specialist program may include, but are not limited to, the following:

- Lack of responsibility in fulfilling program requirements such as:
  - Grade of C that has not been corrected
  - Failure to complete practicum requirements
  - Failure to successfully complete cumulative portfolio for degree completion
- Behaviors indicating an attitude of indifference or hostility
- Poor written or oral language skills that interfere with provision of psychological services
- Limited clinical competency (i.e., chronically unprepared, poorly developed diagnostic skills, poorly developed interview skills, poor assessment skills, etc.)
- Poor interpersonal skills with peers, a school's students, clients, faculty, and/or staff
- Violation of program or school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitude or behavior in an educational or clinical setting
- Mental health issues (e.g., paranoid schizophrenia, bi-polar disorder, personality disorder) that interfere with providing psychological services and/or place students/clients at-risk or at harm
- Addiction (e.g., alcohol, marijuana, gambling)
- Conviction of a felony (e.g., stealing, assault, child sexual abuse)
- Inability to officially document prior degrees (bachelor’s degree, master’s degree)
- Plagiarism
Appendix B: EdS Program Goals, Objectives, and Competencies

### Domain I: Students Demonstrate Professional Conduct
*(Evaluated with Practicum Evaluation and Coursework)*

**Objectives for Domain #I:**

A. Students’ behavior reflects the professional values and attitudes of school psychology.
B. Students use a social justice lens and develop awareness, sensitivity, and skills in working with diverse individuals, broadly defined.
C. Students comply with ethical and legal standards of professional codes of conduct.
D. Students exhibit appropriate and professional work behavior.

**Competencies Expected for these Objectives:**

A1. Students demonstrate honesty, personal responsibility, and adherence to professional values.
A2. Students conduct themselves in a professional manner across settings and situations.
A3. Students accept personal responsibility across settings and contexts.
A4. Students independently act to safeguard the welfare of others.
A5. Students adopt a professional identity as a school psychologist.
B1. Students demonstrate an awareness and understanding of self and others as cultural beings in professional activities (e.g., assessment, intervention, consultation).
B2. Students apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work (e.g., assessment, intervention, consultation).
C1. Students demonstrate advanced knowledge and application of the NASP Professional Code of Conduct; students demonstrate advanced knowledge of the APA Ethical Code of Conduct.
C2. Students engage in ethical decision making.
C3. Students demonstrate ethical and legal behavior in professional activities.
D1. Students’ clinical work is completed in a timely manner with respect to various deadlines for supervisors and schools.
D2. Students’ attire is professional and appropriate to context.
D3. Students exhibit commitment to learn and apply new skills.

### Domain #II: Students Demonstrate Interpersonal Competence
*(Evaluated with Practicum Evaluation and Coursework)*

**Objectives for Domain #II:**

A. Students demonstrate appropriate interpersonal relationships and collaboration with others.
B. Students communicate psychological concepts in a clear and an effective manner.
C. Students demonstrate awareness of and commitment to interpersonal competence.

**Competencies Expected for these Objectives:**

A1. Students develop and maintain appropriate relationships with students and colleagues.
A2. Students appropriately manage affect and emotional responses when working with clients and colleagues.
B1. Students’ verbal communication demonstrates understanding of professional psychology.
### Domain #III: Students Demonstrate Evidence-Based Practice Competencies

**Objectives for Domain #III:**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students’ assessment practice adheres to evidence-based assessment guidelines, standards, and best practices.</td>
</tr>
<tr>
<td>B</td>
<td>Students’ intervention practice reflects evidence-based intervention standards.</td>
</tr>
<tr>
<td>C</td>
<td>Students engage in evidence-based consultation practice.</td>
</tr>
<tr>
<td>D</td>
<td>Students engage in best practices for systems-level preventative, consultative, and intervention work.</td>
</tr>
<tr>
<td>E</td>
<td>Students use best practices in preventative and responsive-based services.</td>
</tr>
</tbody>
</table>

**Competencies Expected for these Objectives:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Students use a whole-child, ecological approach in conceptualizing student cases.</td>
</tr>
<tr>
<td>A2</td>
<td>Students plan and conduct appropriate psychological and educational assessments accounting for culturally-relevant factors.</td>
</tr>
<tr>
<td>A3</td>
<td>Students effectively write and orally communicate assessment results with teachers, parents, and other stakeholders.</td>
</tr>
<tr>
<td>B1</td>
<td>Students select evidence-based interventions and consider culturally-relevant factors when creating their intervention plan.</td>
</tr>
<tr>
<td>B2</td>
<td>Students implement and evaluate intervention plans using empirical data to drive their decision-making process in continuing, modifying, or terminating interventions.</td>
</tr>
<tr>
<td>C1</td>
<td>Students use best practices and empirically-driven models to consult with teachers, educational professionals, and other health care professionals.</td>
</tr>
<tr>
<td>C2</td>
<td>Students are able to identify culturally-relevant factors that affect the consultation relationship and outcomes of the consultation process.</td>
</tr>
<tr>
<td>C3</td>
<td>Students effectively assess the outcomes of consultation and are able to provide further recommendations for treatment and/or appropriately terminate the consultation relationship.</td>
</tr>
<tr>
<td>D1</td>
<td>Students have knowledge of school and systems structure, organization, and theory.</td>
</tr>
<tr>
<td>D2</td>
<td>Students demonstrate skills to develop and implement practices to create and maintain effective and supportive learning environments for children and others.</td>
</tr>
<tr>
<td>E1</td>
<td>Students have knowledge of risk and resiliency factors related to children’s learning and mental health and are aware of best practices in services to support effective crisis response.</td>
</tr>
<tr>
<td>E2</td>
<td>Students are able to collaborate with others to promote services that enhance children’s learning, mental health, safety, and physical well-being through protective factors and implement effective crisis preparation, response, and recovery.</td>
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### Domain #IV Foundational Knowledge for Practice as a School Psychologist

**Objectives for Goal #IV:**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students demonstrate mastery of children’s cognitive, social, and lifespan development.</td>
</tr>
</tbody>
</table>
B. Students demonstrate mastery of the scientific methods used within the field of school psychology.
C. Students demonstrate mastery of foundational knowledge of school psychology as a profession.
D. Students demonstrate understanding of educational systems.

<table>
<thead>
<tr>
<th>Competencies Expected for these Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Students demonstrate adequate knowledge of children’s affective, cognitive, and social development, particularly as these factors impact learning and mental health.</td>
</tr>
<tr>
<td>A2. Students demonstrate adequate knowledge of lifespan development.</td>
</tr>
<tr>
<td>B1. Students demonstrate adequate mastery of appropriate data analytic techniques.</td>
</tr>
<tr>
<td>B2. Students demonstrate adequate mastery of psychological measurement.</td>
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<tr>
<td>C1. Students demonstrate mastery of ethical guidelines that inform professional practice.</td>
</tr>
<tr>
<td>C2. Students demonstrate foundational knowledge of psychoeducational assessment with children and adolescents.</td>
</tr>
<tr>
<td>C3. Students demonstrate foundational understanding of the field of school psychology as a profession.</td>
</tr>
<tr>
<td>C4. Students demonstrate foundational understanding of methods of school-based consultation.</td>
</tr>
<tr>
<td>C5. Students demonstrate adequate mastery of school-based interventions grounded in both efficacy and effectiveness.</td>
</tr>
<tr>
<td>D1. Students demonstrate general understanding of development and implementation of educational curriculum.</td>
</tr>
<tr>
<td>D2. Students demonstrate general and basic understanding of special education instructional strategies.</td>
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<tr>
<td>D3. Students demonstrate a foundational knowledge of applied behavior analysis.</td>
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### Domain # V: Students Demonstrate Research Competencies

#### (Evaluated with Practicum Evaluation, Master’s Portfolio & Coursework)

**Objectives for Goal #V:**
A. Students adopt a scientific, problem-solving approach to knowledge generation.
B. Students have knowledge of and apply evidence-based research to practice.
C. Students write and orally present research findings effectively to stakeholders and clientele.
D. Students engage in ethical research practices.

**Competencies Expected for these Objectives:**
A1. Students demonstrate critical thinking when evaluating research findings.
A2. Students demonstrate critical thinking skills when formulating research questions.
B1. Students demonstrate skills to apply research as a foundation for service delivery.
B2. Students collaborate with others and use various techniques and technology resources for data collection, measurement and program evaluation to support effective practice at the individual, group, or systems level.
C1. Students effectively communicate research findings to stakeholders and clientele via written expression.
C2. Students effectively communicate research findings to stakeholders and clientele via oral expression.
D1. Students understand historical context of ethical research.
D2. Students demonstrate mastery of and adhere to NASP Professional Codes of Conduct related to research activities and students demonstrate advanced knowledge of the APA Ethical Code related to research activities.