SCHOOL PSYCHOLOGY PROGRAM HANDBOOK
Specialist Degree

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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 who’s 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 liberal component of individually designed coursework that facilitates the development of a broad range of scientific, interpersonal, and leadership competencies and perspectives.

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 (http://www.gradschool.uky.edu/) and those posted on the School Psychology website (http://education.uky.edu/EDP/content/school-psych-overview/). Additional information regarding the conceptual framework of School Psychology, goals of training, and departmental structure can also be found on the program website. This handbook will serve to help school psychology students stay on track while pursuing their graduate degrees.

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. Students may select any of the core faculty to serve as advisor if they choose the research project option as this decision is typically based on a match of student/faculty research interests. In some cases, students work closely with other departmental or college faculty on their projects.

III. SPECIALIST DEGREE REQUIREMENTS
The program of study for the UK Ed.S. degree in school psychology has four objectives: (a) to meet the criteria for school psychology training developed by the National Association of School Psychologists; (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 Ed.S. program requires a minimum of 69 graduate semester hours beyond the bachelor’s degree, including credit earned for internship and the specialist research project. 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 in full-time study (at least 9 credit hours, but no more than 12 credit hours per semester) 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 Psychological Aspects of Education
  - PSY 548 Applied Social Psychology (if not taken as an undergraduate)
  - *Took out psy elective*
Psychopathology/Diagnosis (3 hrs)
- EDP 669 Diagnostic Classification in School Psychology
  or
- Transfer course (with approval from faculty)

Area B: 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 611 Remediation of Learning Disabilities
- EDC 550 Education in a Culturally Diverse Society
- EPE 665 Education and Culture
- EDS 522 Children and Families

Area C: Research, Evaluation, and Statistics (9 semester hours)
- EDP 557 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 (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. While the submission of the grade is the advisor’s responsibility, the other core faculty will provide students with reviews similar to those provided by professional journals (see program website for form). 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 D: Practitioner Core (27 Credit Hours)

Professional Identity (6 hrs)
- EDP 570 Introduction to Psychological Services in the Schools
- EDP 776 Seminar in School Psychology: Legal & Ethical Issues

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 E: Supervised Experience (12 Credit Hours)

Supervised Experience Component
- EDP 675 Practicum in School Psychology (6 hrs)
- EDP 708 Internship in School Psychology (6 hrs)

Practica
Students in the specialist program in school psychology must complete a minimum of two semesters of EDP 675, Practicum in School Psychology, plus other organized supervised experience connected with specific courses. 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 disabling conditions. Requirements for completion of EDP 675 include eight 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. Students also receive individual supervision from their field supervisor, typically two hours per week, and the University practicum supervisor provides individual supervision on request.

Students in the school psychology specialist program are required to complete six credit hours of field-based practicum (usually across three semesters) either concurrently with or, preferably, following completion of required coursework and practica in assessment, intervention and consultation strategies relevant to the practice of school psychology. Practicum students typically register for EDP 675, Practicum in School Psychology, for three credits during each semester of practicum. Students in practicum have received supervised field experience as part of six required courses: EDP 570: Introduction to Psychological Services in the Schools; EDP 640: Individual Assessment of Cognitive Functioning; EDP 669: Diagnostic Classification in School Psychology; EDP 670: Psychoeducational Strategies of Intervention; EDP 671: Seminar in Psychoeducational Consultation in Schools; and EDP 605: Introduction to Counseling: Techniques I. Thus, with eight hours per week of service at the practicum sites for 30 weeks (i.e.,
two 15-week semesters) and the field experiences from the required classes, students receive over 500 hours of on-site activities and 320 hours of class and individual supervision for a total of 820 clock hours of practicum experience prior to internship. The course instructor will determine the student’s practicum placement.

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 observation during site visitation. 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).

**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. 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 a 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 (see program website for evaluation form) conducting on-campus supervisory sessions 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).

Upon completion of 36 credit hours, students are eligible for the Masters 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 69 hour specialist program (including 6 credit hours of internship), Praxis exam, and successful completion of the EdS portfolio and oral exam, students are eligible for the Full State Certificate as a School Psychologist.

IV. PROGRESS TOWARD DEGREE

The progress of each student is reviewed by the School Psychology Area Committee once per year. The review incorporates information from graduate instructors, research mentors, and practicum or internship supervisors for the purpose of making judgments about each student’s professional development. At the recommendation of the student’s major professor, a student may be reviewed for discontinuance in the program at any time. Such review may be prompted by one or more of the following:

a) more than one “I” (incomplete) grade per semester for the most recent year of study and/or an “I” grade beyond one year
b) a failure in any course taken for graduate credit
c) serious ethical violations, unprofessional conduct, or academic fraud
d) conviction of a felony, or
e) serious failure to progress in coursework, to the extent that a majority of the school psychology faculty questions the student’s potential for completion of the program and maintaining the standards of performance of the profession.

Such reviews are handled with regard to due process and the student’s rights to confidentiality. The following outlines the University “Appeals” process.

Appeals
The following steps constitute "due process" in the event that a student appeals a decision by the faculty. First, the decision will be issued in written form to the educational psychology program Chair. Second, the student's understanding of the decision must be checked with the educational psychology program Chair and must be noted in writing, signed by both parties present, and with each receiving a copy of such notation. Third, should the decision of the appeal not meet with the approval of all those involved, further appeals following the procedures...
already outlined, may be submitted to the following, listed in order: (a) the educational psychology area committee, as a whole, (b) the department Chair, (c) the faculty of the department, as a whole, acting as an appeals board, (e) the University of Kentucky Academic Ombud (http://www.uky.edu/Ombud/). In all such cases, written notification by the student of intent to appeal further must be provided to all those so far involved in the appeal process. If the above outlined steps are not followed, the appeal may legitimately not be considered further.

Comprehensive Examination and Degree Completion Process

Students completing the Master of Science Degree in Educational Psychology as part of the school psychology program must complete a comprehensive portfolio assessment. During the semester in which the student earns their 36th graduate credit hour (including approved transfer credits), the student should apply for the M.S. Degree in Educational Psychology. To apply, the student must notify the Director of Graduate Studies (DGS) of their intention to obtain the degree prior to the deadline published in the University of Kentucky Schedule of Classes. Next, the student must complete a program contract form (available from the DGS), list the 36 credit hours which will form the M.S. Degree program, and have this form signed by the school psychology program director. The UK Registrar’s Office will then audit the student’s academic record to insure that the courses were completed as stated, all fees are paid, no incomplete grades are recorded, etc. Any deficiencies will be reported to the DGS and must be cleared before the master’s examination can take place.

Once the student has been cleared to sit for the masters examination, the student must submit a portfolio of work meeting the requirements described on the program website. 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 student’s portfolio and an examination of the student’s knowledge and professional competence based on the coursework and supervised experience completed to that point. Three members of the departmental faculty with at least two members being from the school psychology faculty will conduct the oral examination.

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.

Students completing the Ed.S. degree will be required to:

1) Submit (or update) a portfolio of their professional activity while in the program and complete an oral examination of her or his knowledge and training since receipt of the master’s degree.

2) Submit a comprehensive psychological report/intervention case study (with the use of pseudonyms). The case study must be submitted to the members of the examining committee two weeks prior to the formal exam (guidelines available on program website).
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 masters oral, 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 (evaluation form available on program website) 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.

**Suggested Timeline for Specialist Degree Program**

**Fall**
- EDP 570 Intro to School Psych
- EDP 640 Cognitive Assessment
- EDP 669 Diagnostic Classif. in S.P.
- EDP 557 Statistics

**Spring**
- EDP 642 Personality Assessment
- EDP 776 Psychoeduc Assess
- Educational Foundations Elective
- EDP 600 Human Development

**Summer**
- EDS 601 Applied Beh. Analysis
- EDP 613 Social Psychology
- EDP 605 Intro to Counseling
- EDP 670 Psychoed Interventions

**Second Year (27 credit hours)**
- EDP 671 Consultation
- EDP 680 Parent/Child Counseling
- EDP 656 Methods of Ed. Research
- EDP 675 Practicum

**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.

**Third Year (6 credit hours)**
- EDP 708 Internship in Sch Psych

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.

**Program Communications**

Our departmental web page ([http://education.uky.edu/EDP/content/school-psych-overview](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](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/](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 17 ([http://www.research.uky.edu/gs/thesdissprep.html](http://www.research.uky.edu/gs/thesdissprep.html)). 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 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 – 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 furthers 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 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 American Psychological Association and 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 doctoral 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 after third attempt on preliminary exam
  - Failure on qualifying exam
  - Failure on research portfolio
- 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

**Efforts to Attract Diverse Students & Staff**

**Recruitment and Retention of Diverse Faculty:**
The School Psychology Program and the Department of Educational, School, and Counseling Psychology are committed to recruiting and retaining diverse faculty and those with interests in social justice issues. With future faculty openings, the program’s efforts to recruit diverse faculty will include:

- Targeted contacts with minority persons already in faculty positions. These contacts would focus on assessing the individual’s potential interest in the position and/or seeking names of other possible candidates.
- Targeted contacts with faculty at other universities to solicit possible candidates.
- Arranged contacts with other minority faculty during visits.
- Continued emphasis on the Social Justice theme of the program.

In addition to the usual mentorship and support for new faculty, teaching preferences focus on allowing candidates to teach courses related to their interests in diversity and social justice.

**Recruitment and Retention of Diverse Students:**
In an attempt to mirror the growing diversity among the public school clientele in which we serve, the School Psychology program at UK has attempted to recruit and retain students from minority backgrounds. The Program website that displays our mission statement and philosophy reflects the Social Justice theme infused in our curricula. This Social Justice mission espouses not only the importance our program places on the inclusion and acceptance of individuals from all backgrounds, but informs potential students that regardless of disability, race, ethnicity, regionality socioeconomic status, sexual orientation, religion/spirituality, language, gender and gender expression, they will be treated equitably. In addition to our program philosophy and course website presentation, the program reinforces our emphasis on the Social Justice theme during Interview Day. Thus, attention is once again brought to our mission statement and the infusion of diversity and cultural competence throughout our curricula. During interview day and in communication with students of diversity, minority scholarships such as the Lyman T Johnson...
Award are emphasized and additional monies are sought from the Chair of the Department in order to recruit minority students. For additional information on achieving success in graduate school, students from minority backgrounds are encouraged to read the APA’s (2000) Survival Guide for Ethnic Minority Students available on the Program’s website under “Student Resources” (http://education.uky.edu/EDP/content/useful-links-students).