

SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

Specialist Degree

2026-2027

**University of Kentucky
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Table of Contents

I. OVERVIEW OF THE Ed.S. PROGRAM IN SCHOOL PSYCHOLOGY	4
School Psychology Practice.....	4
UK School Psychology Program Philosophy	4
UK Training, Goals, and Evaluation	6
Current Faculty Bios	7
II. GRADUATE ADVISEMENT.....	8
III. SPECIALIST DEGREE REQUIREMENTS	8
Coursework	9
Practica	10
First Year	10
Second Year	10
Evaluation of Practica	11
Internship	11
IV. PROGRAM SEQUENCE and PROGRESS TOWARD DEGREE.....	12
Figure 1. Program Sequence.....	13
1. Required Coursework.	13
Program of Study for Specialist Degree	13
2. Master’s Exam.....	14
3. Practicum Requirements.....	14
4. Praxis Exam.....	15
5. Internship Requirements.....	15
6. Internship Portfolio.	15
7. Ed.S. Case Study Exam.	16
8. Personal Reflection Goals and Activities.	16
Program Highlights Integrating Coursework, Fieldwork, and Program Requirements	16
V. ADDITIONAL INFORMATION.....	17
Transfer to Doctoral Program.....	17
Provisional and Standard Certification through the Education Professional Standards Board	18
Financial Assistance	18
Fellowships	18
Assistantships.....	18
Program Communications	19
Program Newsletters	19
Student Senate	19
‘Important Program Dates’ Document.....	19
Registration and Deadlines	19
Writing Style Guidelines	20
Scholarly Community and Professional Decorum	20
Professional Behavior & Standards.....	20
Emphasis of Student Responsibility	20
Student Professionalism and Respect.....	21
Legal, Ethical, and Professional Standards.....	22
Required Technology Competence and Use of Email.....	22
Research with Human Subjects.....	22
Re-specialization in School Psychology.....	23

Career Guidance.....	23
Libraries and Computing.....	23
VI. POLICIES AND PROCEDURES.....	24
Student Code of Conduct	24
School Psychology Program Attendance Policy	24
Attendance	24
<i>Excused Absences</i>	24
<i>Unexcused Absences</i>	25
<i>Excessive Absences</i>	26
Tardiness.....	26
Virtually Attending Class	26
Artificial Intelligence Use in the School Psychology Program	26
Permitted Uses	27
Prohibited Uses	27
Research Requirements	27
Non-Discrimination Policy	27
Student Grievance Procedure	28
Student Termination Policy	29
Appendix A: Ed.S. Program Training Model.....	30
Appendix B: Ed.S. Program Goals, Objectives, and Competencies.....	31

I. OVERVIEW OF THE Ed.S. PROGRAM IN SCHOOL PSYCHOLOGY

The School Psychology program at the University of Kentucky is a three-year full-time program (36 hours for Master's degree, 67 hours for terminal Ed.S. degree) designed to educate and prepare students to be applied psychological specialists with expertise in diverse educationally related settings. 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. 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 Psychology Practice

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.

UK School Psychology Program Philosophy

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 a structural and community responsiveness theme in its philosophy of training. The University of Kentucky School Psychology program infuses a structural and community responsive perspective in our training by encouraging belongingness and fairness for children from all backgrounds. 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.

In accordance with American Psychological Association (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 National Association of School Psychologists (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 belongingness, fairness, and community engagement. School psychology requires structural responsiveness that is displayed by advocating for and increasing the self-advocacy capabilities for the best interests of all students.

With the integration of structural responsiveness and community engagement 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 scientist-practitioner and “whole child” concepts guide the program philosophy. The scientist-practitioner model is highly consistent with the conceptual framework adopted by the UK College of Education emphasizing the importance of reflective decision-making and evidence based practices. The program fosters the conception of the school psychologist as a scientist-practitioner who is broadly capable of applying a range of psychological principles and techniques to school psychological problems in addition to furthering the profession by adding to the research base and participating in professional activities.

The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists, i.e., the school and home settings, peers, friends, socioeconomic and environmental characteristics, physical facilities, historical information about the child, and any other necessary information. For this reason, the school psychology program at UK also emphasizes an ecological perspective. The program also emphasizes belongingness and community and structurally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Humanistic differences are recognized at a wide variety of points of intervention, assessment, and consultation within the broad educational environment. It requires professionals to use self-assessment of their own background and be aware of those influences in their practice. Further, it requires knowledge of and sensitivity to different backgrounds when providing an array of psychological services.

The conceptual framework for professional education programs at the University of Kentucky is guided by the theme, ***Research and Reflection for Learning and Leading***. This includes foci on *Research* (Use of research findings and generation of research to enhance student learning and development); *Reflection* (A dynamic process of reflective assessment on performance, outcomes, and approaches to solving educational problems); *Learning* (Conceptualizing learning as a wide range of perspectives including behavioral, constructivist, and social); and *Leading* (An obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies.).

It is part of the philosophy of the program to encourage a close working relationship between program faculty and graduate students. The faculty-student ratio is maintained at approximately 1:10 across the Ed.S. and Ph.D. programs, which enables professors to provide sufficient individualized contact time with each student. The independent research project (i.e., dissertation) provides for extended contact between a professor and a graduate student on a scholarly topic of mutual interest. Most core classes in the program e.g. Introduction to Psychological Services in the Schools (EDP 570), Diagnostic Classification in School Psychology (EDP 669), Psychoeducational Strategies of Intervention (EDP 670) and Practicum in School Psychology (EDP 674/675) provide forums for faculty-student contact and dialogue in which professional and personal interchange is facilitated and encouraged. Within this context, the professor can be a professional role model for the student, a mentor in professional and scholarly matters, and a supportive colleague.

It is recognized that graduate study leading to the Ed.S. degree requires dedication and sacrifice on the part of the student. The program faculty has designed the program with the highest professional standards and usefulness of experiences in mind. However, despite these efforts at building quality into the program, the student must be willing to apply the kind of effort necessary to benefit from the program. Annual reviews of each student's performance will be conducted by the program faculty and discussed with individual students by their major professor/advisor. Although rarely necessary, conditions for continuation in the program may be the topic considered in the annual review.

The Ed.S. 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). 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. Areas within Domains are tied to Internship Supervisor Evaluation forms and directly align with NASP Standards (e.g., Evidence-Based Assessment aligns with NASP Standard II; Best Practices in Consultation aligns with NASP Standard III). All domains are embedded within the larger framework of community responsiveness, systems, and advocacy, which permeate all aspects of the program.

UK Training, Goals, and Evaluation

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 (<https://gradschool.uky.edu/>). Additional information regarding the conceptual framework of School Psychology, training model, goals and competencies, 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. Students are required to review the handbook and website following student orientation; students will sign a document indicating they have completed both of these activities.

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.

Current Faculty Bios

Dr. Kathleen Aspiranti, PhD: Professor and Program Chair, Director of Graduate Studies, earned her PhD in school psychology from the University of Tennessee-Knoxville and completed her pre-doctoral internship at the APA-accredited Tennessee Internship Consortium. She is a nationally certified school psychologist and a licensed psychologist health service provider. She has worked as a school psychologist within a rural school district and has experience working in private practice and contracting with school districts around Kentucky to provide evaluation services. Her research interests focus on applied academic and behavioral interventions within a school-based setting, particularly using single-case design methodologies. More specifically, recent projects focus on classroom management, the Color Wheel System, fidget and sensory devices, math fluency, word reading interventions, and reading fluency interventions. Email: Kathleen.aspiranti@uky.edu

Dr. Katherine Frye, PhD, LP, NCSP: Assistant Professor, is a certified school psychologist who completed her training at the University of Florida and the APA-accredited Cypress-Fairbanks Independent School District pre-doctoral internship. She has comprehensive experience in school and clinical settings, primarily related to psychoeducational and neuropsychological assessment, therapy, and parent management training. Her research aims to improve culturally responsive social-emotional learning (SEL) assessment and investigate the relations between children's social-emotional development, academic competence, and academic success. She is also interested in developing equitable assessment practices to meet the needs of LGBTQ+ students. Dr. Frye teaches courses on cognitive assessment, advanced assessment, psychoeducational interventions, and law and ethics. Email: Katherine.frye@uky.edu

Dr. Rachel Hammond, PhD, LP: Clinical Associate Professor and Ed.S. Coordinator, teaches courses in Cognitive Assessment, Practicum, Internship, Diagnostics, Interventions, and Psychoeducational Assessment. Dr. Hammond had been at UK since 2010. She is a certified school psychologist and Licensed Psychologist in Kentucky. Prior to coming to UK, as a practitioner, she worked for ten years in the school system serving children and their families from ages 3 to 21 as both a school psychologist and low incidence consultant. Dr. Hammond is interested in assessment, consultation, Response to Intervention, transition planning and

community-based instruction, low incidence disabilities, comorbidity, and internalizing disorders. Dr. Hammond works with local school districts on such things as data analyses of various programs and autism assessment. Email: Rachel.hammond@uky.edu

Dr. Meagan Scott, PhD, BCBA: Assistant Professor, teaches courses focused on school level services, psychoeducational assessment, and cognitive assessment. Dr. Scott has had comprehensive experiences in a variety of school and clinical settings and is an alumnus of the Cincinnati Children's Hospital Medical Center's Leadership Education in Neurodevelopmental and related Disorders (LEND) program. Her research aims to provide culturally responsive services to minoritized children and their families while also uplifting and empowering systemically unheard voices through interventions and applied research. Additional research interests include the adultification of Black girls, access to inclusion for individuals with intersecting identities, and the recruitment and retention of future school psychologists from minoritized backgrounds. Dr. Scott is a Board Certified Behavior Analyst (BCBA). Email: Meagan.scott@uky.edu

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.

Upon acceptance into the program, an advisor is assigned to the student. 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, and scheduling exams. Most of these questions are directed to the Ed.S. Coordinator of the Specialist program.

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, currently the [2020 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 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 67 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 15 credit hours per semester unless you have received permission from your advisor*).

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. A student may request transfer of credit for coursework taken in postbaccalaureate status at the University of Kentucky or another regionally accredited university into a master's/specialist or doctoral degree program. The transfer of credit for coursework taken in post-baccalaureate status is restricted to a maximum of 9 hours. Course credits applied toward a previously awarded graduate degree cannot be transferred. 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. *Please note that it is the students' responsibility to ensure they have met the 30-hour credit requirement for a specialist degree in addition to the 36 hours required for a Master's (67 hours total for the Ed.S.). Thus, if courses have been waived from prior institutions, students must ensure they have at least 67 graduate credit hours to receive a specialist degree.*

Coursework

The coursework in the Ed.S. program is divided across five major core areas:

Area A: Psychological Foundations (9 credit hours)

Human Development (3 hours)

EDP 600 Human Development

Social Behavior (3 hours)

EDP 513 Social Aspects of Behavior

Psychopathology/Diagnosis (3 hours)

EDP 669 Diagnostic Classification in School Psychology

Area B: Scientific Foundations (9 credit hours)

EDP 558 Educational Statistics

EDP 656 Methods of Educational Research

EDS 633 Single Subject Design

***Area C: Professional Practice Foundations (28 credit hours)**

Professional Identity (6 hours)

EDP 570 Introduction to Psychological Services in the Schools

EDP 770 Legal & Ethical Issues in Professional Psychology

Psychoeducational Assessment & Intervention (22 hours)

EDP 640 Individual Cognitive Assessment (4 credit hours)

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 credit hours)

EDS 518 Behavior Management in Applied Settings
EDS 558 Special Topics: School Level Services & Family-School Collaboration
EDC 550 Education in a Culturally Diverse Society

Area E: Supervised Experience (12 credit hours)

Supervised Experience Component (6 hours each)
EDP 674 Practicum in School Psychology
EDP 708 Internship in Educational, School & Counseling Psychology

TOTAL: 67 CREDIT HOURS REQUIRED

***Students must obtain grades of “B” or better in core school psychology classes (Area C) that are scheduled during the first-year program of study (EDP 570, 605, 640, 642, 670, 776) in order to initiate second year practicum.**

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. Students will be evaluated on professionalism by the site supervisor at the end of the semester.

Second Year

Students in the specialist program in school psychology must complete a minimum of two semesters of EDP 674, Practicum in School Psychology, which is a placement in the schools during the second year of coursework. All grades of “Incomplete” must be cleared before students may begin accruing hours for the second-year practicum. Students must also obtain grades of B or better in Core School Psychology courses (listed as “Area C Professional Foundations” above in order to start second year practicum.)

Students will receive a total of six credit hours in EDP 674. Practica has 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; placements and experiences are encouraged to include access to children with various individual differences.

Requirements for completion of EDP 674 include around 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 secondary individual supervision on request. For the second-year practicum, students complete a practicum contract outlining responsibility of student, school-based supervisor, and

university supervisor. Students will be evaluated using the EdS Practicum Supervisor Evaluation form by the site supervisor at the end of each semester.

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 relevant literature relevant to topics germane to school psychology, describing daily functioning, 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, presentations, 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 based on goals related to NASP domains describing their analysis of the goals they have 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 across NASP domains and specific objectives (available on program Teams page). Please refer to the practicum handbook (<https://education.uky.edu/edp/school-psychology-overview/school-psychology-handbooks-and-forms/>) for more information and forms related to practicum goals, sequence, and format.

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. All grades of "Incomplete" must be cleared before students may begin accruing hours for the internship. Students must also successfully pass the Praxis before starting practicum (see below). Students must have passed all other courses before beginning internship. Students are responsible for initiating and completing their certification or licensure per individual internship state guidelines.

With the guidance of faculty, their advisor and the Internship Handbook, 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 beginning of the spring semester of a student's second year, although some districts will hire late fall, early winter so students are encouraged to use resources based upon where they are interested upon applying. 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

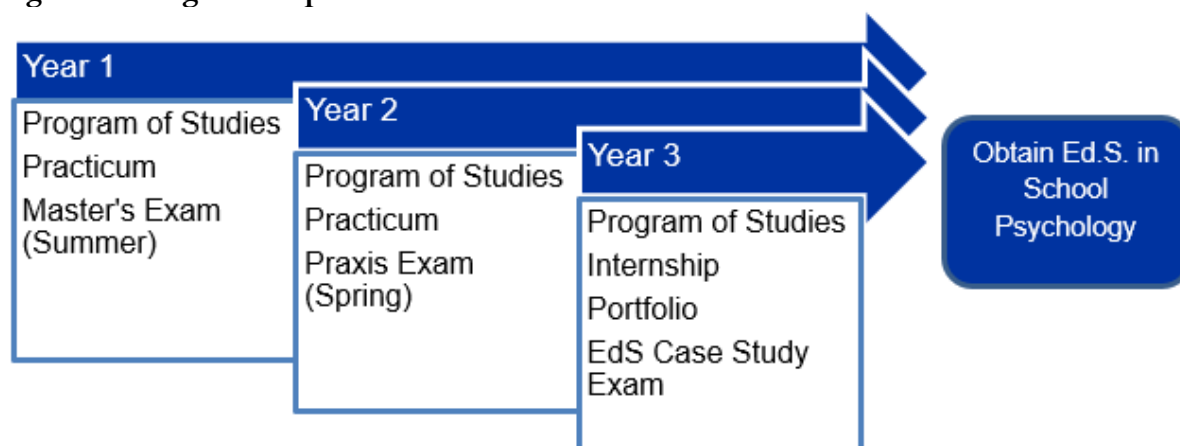
benefit packages for students. The UK School Psychology Program encourages students to accept paid internships. For students wishing to complete their internship out-of-state, faculty are available to assist with the process, but as with local internships, securing the internship is ultimately the responsibility of the student. The process of seeking out and preparing for an internship, as well as many examples and forms (e.g., cover letter example; preparation and interview questions), are further detailed in the Internship Handbook.

Whether completed on a half-time or full-time basis, the internship must include at least 1,200 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 and complete two hours face-to-face supervision weekly with the intern (described in the Internship Contract; Internship Handbook p. 7).

The university-based supervisor will be responsible for maintaining contact with and receiving feedback from the field supervisor twice a year - December and at culmination of internship (available on program Teams page; see “Internship Field Supervisor Rating Form”) conducting supervisory sessions and class discussions, and, ultimately, issuing a grade for the internship experience. The internship placement must be approved by the faculty (see “Request for Internship Approval”) prior to the start of internship. At the start of internship, students and field supervisors will complete a contract outlining responsibilities of all parties (available on program Teams page; see “Internship Contract”), as well as develop and monitor individual goals approved by field supervisor and the university supervisor.

Upon completion of 36 credit hours, students are eligible for the Master’s degree in Educational Psychology. After completion of 48 hours and successful completion of the Praxis exam in School Psychology (<https://praxis.ets.org/test/school-psychologist-5403.html>). Upon the completion of the 67-hour specialist program (including 6 credit hours of internship), Praxis exam, Internship Portfolio, and successful completion of the Ed.S. Case Study Exam, students are eligible for the Full State Certificate as a School Psychologist. The sequence and progress to degree is outlined in section IV.

IV. PROGRAM SEQUENCE and PROGRESS TOWARD DEGREE

Figure 1. Program Sequence

In order to meet programmatic requirements for training, specialist students must pass each of these competency benchmarks. Annual check-ins will be submitted to students in which their progress toward the degree and across the program domains will be reviewed. Within these notices, students will either be indicated to be making sufficient progress or benchmarks will be targeted for improvement.

- 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 courses required for degree completion, they must retake the course. Students receiving a “C” in any course should immediately communicate with their advisor.

Program of Study for Specialist Degree

Fall	Spring	Summer
First Year (37 credit hours)		
EDP 570 Intro to School Psych	EDP 642 Personality Assessment*	EDP 605 Counseling Techniques
EDP 640 Cognitive Assessment (4 cr)	EDP 776 Psychoed Assessment	EDP 513 Social Aspects Beh.
EDP 669 Diagnostic Classif. in SP	EDP 600 Human Development	<i>Master's Exam</i>
EDS 518 Behavior Management	EDP 670 Psychoed Interventions	
EDP 558 Educational Statistics	EDS 633 Single Subject Design	
Second Year (24 credit hours)		
EDP 770 Legal/Ethical Issues	EDP 671 Consultation	
EDP 680 Parent/Child Counseling	EDP 656 Research Methods	
EDS 558 School Level Services	EDC 550 Education in Diverse Soci	
EDP 674 Practicum (3 credit hours)	EDP 674 Practicum (3 credit hours)	
	<i>Praxis Exam</i>	
Third Year (6 credit hours)		
EDP 708 Internship School Psych	EDP 708 Internship School Psych	<i>Internship Portfolio</i>
		<i>Case Study Exam</i>
		<i>Ed.S. Degree Awarded</i>

*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 degree by the graduate school, the student must complete the Master's competency portfolio that allows the student to reflect on their progress within the program and goals for the future. The student will then submit this portfolio to program faculty *one week prior* to a meeting with program faculty in an oral exam. Students must adhere to University deadlines when completing paperwork for the Master's degree. The Master's exam will occur during the summer after the first year of study. Students must pass the Master's exam before beginning the EDP 674 Practicum in School Psychology course, unless the reason for delay is due to retaking a non-core course.

Goals of the exam are threefold:

1. Prepare students for practicum and internship through the creation of a cover letter and updated curriculum vita overviewing student strengths and experiences.
2. Reflect on the student's goals for the future as a school psychologist with specific strategies to help reach goals.
3. Evaluate possible gaps in foundational competencies that allow faculty to address aspects of the curricula and practica training in the first year that could be modified to strengthen students' knowledge- and skill-based competencies.

The oral exam with faculty includes a discussion of the submitted portfolio, including current goals and strategies to meet those goals, personal strengths and challenges, and any gaps in training. Upon the conclusion of the oral portion of the reflection, students will be given a Pass or Fail designation for the Master's Exam. If any portions of the portfolio are missing or incomplete, a passing score will be withheld until the portfolio is submitted in its entirety. Results will be communicated to the students within two weeks of the meeting with faculty. If the student does not receive a passing score on the Master's Exam as rated by faculty, 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 <https://education.uky.edu/edp/school-psychology-overview/school-psychology-handbooks-and-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. Students must also demonstrate acceptable professional behaviors (e.g.,

arriving on time). If students do not adhere to professional behaviors, the faculty and supervisor will outline a plan 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. **Praxis Exam.** Successful passing of the Praxis Exam #5403 is required prior to going on internship and to graduate from the program. Students are responsible for registering and preparing to take the exam. Students must take the exam prior to June 30 of their second year of study. To apply for provisional certification in many states, successful passing of the Praxis is required. Further, many internship sites will require the Praxis to be completed. Students must pass the Praxis at the minimum national requirement (155). Students are also required to obtain the minimum national requirement in order to obtain national certification (NCSP), which the program encourages 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 program chair faculty and teacher certification offices have this documentation for placement in the student's personal file.
5. **Internship Requirements.** Students must receive supervisor 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 the domains) from the external supervisor (see "Internship Field Supervisor Rating Form" on the Teams page and at <https://education.uky.edu/edp/school-psychology-overview/school-psychology-handbooks-and-forms>). The forms are completed by the Field Supervisors in December and then again at the end of the internship. The purpose is to compare the intern to other interns at that level of training, and as a formative and then a summative (year-end) evaluation of progress across NASP Standards. The Supervisor Rating Form also has ratings of professionalism. If there are concerns in this area or in the domains as noted above, action plans would be developed between the student, Field Supervisor, and University supervisor (see Internship Handbook, p. 8 for more details). Site visits made twice yearly (typically December and in the spring) by the University Supervisor will support both evaluation of the student's progress across NASP standards and planning for areas of growth (Internship Handbook, p. 8 for more details).
6. **Internship Portfolio.** In addition to coursework, students complete an Internship Portfolio that is a comprehensive, performance-based accumulation of six work products from the internship year. These work products are examples of students' best work across several areas of professional practice and should demonstrate students' ability to make positive impact on families and children. The instructor of record for the internship takes the lead in evaluating the internship portfolios; then at a meeting, the faculty collaborate and review major components of the students' portfolios. There are comprehensive, performance-based assessment entails a set of rubrics that evaluate the six components of the portfolio: Indirect Consultation, Service/Professional Development, Assessment Presentation Case Study, Integrated Assessment Report, Academic Direct Intervention Case Study, and Behavioral Direct Intervention Case Studies (see Appendix in the Internship Handbook for each rubric). Students are evaluated on a scale of 0 (Far Below Expectations) to 5 (Far Above Expectations) and are evaluated on a criterion-referenced basis intended to assess skills required for entry into the profession. A total mean score of

3 (“Acceptable”) or higher is needed to pass the portfolio. In the event that a student does not pass the portfolio, the faculty will ask a student to revise the components of the portfolio that were deemed unsatisfactory (the criteria that received scores of less than “3”). Less than a passing score on a second complete portfolio review will terminate the candidate’s enrollment in the program.

7. **Ed.S. Case Study Exam.** The oral examination is intended to evaluate two of the direct intervention case studies submitted as part of the overall comprehensive, performance-based portfolio. After the spring semester of internship year, students will submit two intervention case studies (one academic and one behavioral, with the use of pseudonyms) to all faculty. The case studies must be emailed to all program faculty *one week before* the scheduled Exam. The purpose of the Case Study Oral exam is for students to demonstrate their professional problem-solving skills and knowledge for their specific academic and behavioral case study interventions to all of the faculty members for review. Students will be expected to be able to address all seven areas described in the rubric for each case study, with an emphasis on area 7 (Positive Impact on Children and Families). Both case studies must include an assessment of the impact that occurred as a result of the intervention using GAS and PND data collection procedures. Anecdotal information from child, parent, or teacher interviews/surveys may be useful in assessing the impact of interventions, but in themselves are not sufficient for purposes of evaluating positive impact required for the Ed.S. Case Study exam.
 - a. 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 review (see “Ed.S. Exam: Case Study Guidelines and Rubric”) the case studies before the oral exam and provide a final rating after the oral defense. For each student to pass, they must obtain an overall Satisfactory score for the exam (a mean of 3) across all faculty members as rated on the Ed.S. case study rubric. If the student does not pass the exam or if the committee deems a content area as insufficient, the student is provided two weeks to resubmit the exam case studies with revisions, at which point a final pass/fail grade will be given. The final examination per graduate school regulations is graded pass/fail and this determination is based on both the written case studies and the student’s oral description/defense of the case study results and impact on families and children. The successful pass of the EdS exam is required for graduation.
8. **Personal Reflection Goals and Activities.** Upon entry into the program, students will complete a reflection that will describe their goals for becoming a school psychologist that values belongingness, fairness, and community responsiveness. Within the 1-page reflection, students must also evaluate their prior experiences with individuals from different populations and how the activities they will accomplish during their training will attempt to fill these gaps in exposure. This reflection activity will be completed and submitted to the program director by September 15 of the first semester.

Program Highlights Integrating Coursework, Fieldwork, and Program Requirements

Time Frame	Program Requirements	Expectations for Mastery
Years 1–3	67 credits coursework	Grade of ‘B’ or better in each course

Time Frame	Program Requirements	Expectations for Mastery
Years 1–3	Annual review (each year)	Passing score of ‘meets expectations’ in all areas
Year 1, Fall	First year practicum (40-60 hours)	Mean scores of 3 across domains of expectations
Year 1, Fall	Personal reflection and goals	Submission to program GA
Year 1, Summer	Masters Exam	Passing score
Year 1, Summer	MS in Educational Psychology earned	
Year 2	Practicum in school psychology (400 hours)	Mean scores of 3 across domains of competence and professionalism expectations
Year 2, Spring	Praxis exam (#5403)	Minimum score of 155
Year 3	Internship (minimum of 1200 school-based hours)	Mean scores of 3 across domains of competence and professionalism expectations
Year 3, May	Internship portfolio	Mean scores of 3 across domains of competence and professionalism expectations
Year 3, May	EdS Case Study Exam	Mean scores of 3 across domains of competence and professionalism expectations
Year 3, Summer	EdS in School Psychology earned	

**Please refer to specific syllabi, guidance documents, and handbook verbiage for detailed descriptions

V. ADDITIONAL INFORMATION

Transfer to Doctoral Program

At times, a student may wish to continue their education to earn a PhD in school psychology after being admitted to the EdS program. Students must discuss this path with their faculty advisor as soon as possible. They are encouraged to meet with a doctoral faculty advisor to discuss a potential research agenda and become involved with a research team. Students are encouraged to review the doctoral program of study to determine the appropriate course sequence for the doctoral degree. Students will apply to the PhD program in the fall of their second year of study through the University of Kentucky application system. Faculty may require the student to attend the PhD interview day. *Applying for the PhD program from the EdS program does not guarantee a student the right to transfer programs. Students must be admitted to the PhD program as any other incoming student would be.*

Students transferring from the EdS to the PhD program will do so beginning in their third year of study and will continue their education using the PhD program of study. Students are responsible for any courses in the PhD program of study that may have not been taken during their first and second years. Because the research portfolio for the PhD program is typically completed in the fall of the third year of study (see the PhD handbook for details), students transferring from the EdS program should ideally have at least one manuscript submitted for

publication and at least one regional/national/international presentation submission prior to the third year of study to stay on track to follow the recommended PhD program of studies.

Provisional and Standard Certification through the Education Professional Standards Board

Students are eligible for the Provisional Certificate after 48 credit hours completed and passage of Praxis examination in School Psychology through the [Education Professional Standards Board \(EPSB\)](#). The Provisional Certificate is valid for one year of full-time or two years of half-time service as an intern in Kentucky. The program requires that 27 hours of Professional Practice curriculum and 6 hours of Supervised Experience (i.e., 6 hours of EDP 674) must constitute 33 hours of the 48 credit hours. The remaining 15 credit hours may be completed within the Psychological Foundations, Scientific Foundations, and Educational Foundations curricular areas.

Students are eligible for the Standard Certificate and Ed.S. degree after completion of the 67-hour curriculum (including six credit hours of internship), completion of Ed.S. internship and Oral Exam, and passage of Praxis examination in School Psychology. The Standard Certificate is valid for serving in the position of school psychologist in a school system but not in private practice outside of school situations. All program requirements **MUST BE COMPLETED** prior to the program deeming the candidate eligible for the Standard Certificate. *(Note: Some states and school systems are now requiring criminal background checks prior to certification and hiring. The EPSB requires a Character and Fitness Review as part of the application for certification as well.)*

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, and the UKY Jobs website as well as on our website under "Funding Opportunities" (<https://ukjobs.uky.edu/>). 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. A list of potential placements for assistantships is included below. We encourage you to submit a detailed cover letter and vita to each office that seems like a good fit prior to the beginning of the semester.

- A) Human Development Institute (HDI)
- B) UK Psychology Department, Teaching Assistantship
- C) Behavioral Sciences
- D) College and University scholarship and fellowship applications (due in February)
- E) Student Affairs
- F) Residence Halls
- G) Collaborative Center for Literacy Development
- H) Special Education
- I) The Graduate School Website: <https://gradschool.uky.edu/student-funding>
- J) Kentucky Graduate Scholarship---see grad school for details (out-of-state students only).

Program Communications

Our departmental web page (<https://education.uky.edu/edp/school-psychology-overview>) contains should check 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 in a professional manner. Three other venues for communication are the Program Newsletter, Student Senate Meeting, and 'Important Program Dates' Document.

Program Newsletters

The School Psychology Program generally creates and posts Program Newsletters once per year to communicate student achievements, personal milestones, program accomplishments, social activities, and scholarly activities and publications. The Program Newsletters are created by the School Psychology Program assistant.

Student Senate

Twice annually, typically October and April, program faculty and student senators meet to review program functioning, share information, and engage in discussion about issues and concerns with program functioning. Two student senators are elected per incoming class and are nominated by their cohort to serve as student senators. The agenda for student senate meetings is developed by both faculty and students; students come to the meetings with questions and information to share from their respective cohorts. After the meeting, it is the responsibility of the senator to share what was discussed at the meeting with their cohort. Senators are elected yearly.

'Important Program Dates' Document

At the onset of every semester, faculty develop and post a document with important program dates, such as Examination dates, Student Senate meetings, Interview Days and other meetings. Students receive this document via e-mail and the document is posted on program bulletin boards for student reference.

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 Calendars](#)." 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 <https://myuk.uky.edu/irj/portal>. Students do not need a permit from the department or their Advisory Committee to register. (<https://registrar.uky.edu/>).

Writing Style Guidelines

All work completed for School Psychology classes, unless otherwise specified, should conform to the writing guidelines of the American Psychology Association, 7th edition (APA, 2019). 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. School psychology graduate students are strongly encouraged to purchase the *Publication Manual of the American Psychological Association, Seventh Edition* (2019) 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; 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. There are also several workspaces in 170 Taylor Education Building that can be reserved for student use.

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.

Professional Behavior & Standards

Emphasis of Student Responsibility

It is the student's responsibility to meet all requirements of courses, program, university, practicum settings, etc. and to meet their obligations and agreements. Because graduate study represents a transition to independent professional functioning, the student must engage in self-monitoring, self-evaluation, organization, and management to ensure that all necessary components of courses, program, practicum placements, etc. are met and that all student objectives are achieved. Although faculty and supervisors are valuable resources for support and guidance, the student is expected to engage in high level responsibility and dependability

required of a competent professional. Missing class, meetings, etc. or being late and missing deadlines without a valid reason and without informing professors and supervisors do not demonstrate acceptable professional behavior. Any unexcused absences, tardiness, or missed deadlines will not be tolerated. In case of an emergency, illness, family obligation, or any other circumstance that interferes with the student's course, practicum setting, or programmatic obligations, it is the student's responsibility to contact all professors and supervisors immediately, to develop alternative plans, and if necessary, to withdraw from the course or field placement. The faculty understands that medical and family emergencies arise; however, if a behavioral pattern emerges regarding the student's repetitive experience of these emergencies, formal documentation will be required.

Students are reminded that courses, other program activities, and practicum placements require careful planning and oversight, need extensive collaboration between many professionals and agencies, and require frequent communications. The student has a major responsibility in planning how they will adhere to all components of the program, courses, and field placements, address all requirements, and ensure that needed communications and collaboration occur. Students have the responsibility to contact university professors and field supervisors and keep them updated continuously about activities, progress, issues, etc. Students are not allowed to proceed with activities or projects, unless the supervisors know about them and have approved them. Students are reminded that coursework and field placements are supervised, and students must seek and ensure that appropriate supervision and oversight is granted for any activity. Students must not wait until professors and supervisors contact them, but must take responsibility to communicate with professors and supervisors continuously.

Student Professionalism and Respect

Professors and students will act with integrity and strive to engage in appropriate and professional verbal and nonverbal behavior that is mandatory in the School Psychology profession. Everyone will demonstrate respect for each other and all people. The many aspects related to community and structurally responsive mission—differences in humanistic characteristics as well as differences in opinion and experience will be honored at all times. We are dedicated to creating an educational environment that respects and honors individual differences. Students are expected to share in the responsibility of meeting this goal that align with NASP (Principle E; Practice Guideline 5.2) and APA (Standard 3.01) standards.

Students are reminded that professional practices require an understanding of and adherence to many standards and customs related to professional competence, courtesy, timeliness, appearance, dependability, responsibility, and other factors. Students are expected to be knowledgeable about and adhere to accepted standards of behavior, appearance, and activity. The student must conduct themselves in a highly professional manner at all times, including arriving to class and field placements on time, keeping all appointments, interacting with other professionals and clients, engaging in class and respecting peers and instructors, interacting with supervisors, following the rules and practices of any field placement agencies, dressing and communicating appropriately, etc. Students must immediately seek the input of the supervisor if a question or concern arises about the professional nature or expected conduct of an activity. Students are expected to integrate faculty and supervisor feedback on a variety of tasks and to use this feedback to enhance their competencies as a burgeoning professional. Students unable to accept and implement critical feedback on their performance may result in the student being withdrawn from the program or practicum/field placement.

Legal, Ethical, and Professional Standards

All legal, ethical, and professional standards for the practice of school psychology and all standards required by the program, placement agencies, and The University of Kentucky must be followed by professors and students at all times. These principles are described in the ethical and professional standards of the American Psychological Association and the National Association of School Psychologists, in federal legislation, in state law and regulations, and in agency policy and procedures. **It is the student's responsibility to know, understand, and follow all requirements.** The student must immediately seek the input of the professor or supervisor if a question or concern arises about the professional, legal, or ethical nature of an activity or if there are issues with course, program, or university policies or agency policies. The program faculty will review any student who is suspected of violating legal, ethical, and or professional standards or state/school district policies.

University policies related to appropriate academic and non-academic conduct (and misconduct) must be followed at all times, although the program will attempt to resolve any misconduct issues, if allowed under university policy. Appropriate adjudication procedures will be followed, with due process rights of the student taken into account. Students should report any suspected violations by faculty or field supervisors to the Director of Training. If a faculty member becomes aware of a suspected legal, ethical, or professional standard, the faculty member can present the issue to the School Psychology committee. The committee can decide upon further investigation if a formal complaint is necessary. The student will be informed of this process and will be allowed to respond to the complaint. After the student has been made aware of the pending legal, ethical, or professional violation, the School Psychology Committee will use the available evidence of the presenting issue to make a majority vote on the student's continuation of the program. If the student disagrees with the School Psychology Committee's decision, they will follow the steps as outlined in the Student Grievance Policy (see Policies and Procedures).

Required Technology Competence and Use of Email

All students are required to have basic competence in use of technology, including use of university email, internet, listservs, word processing and other software, etc., in order to participate in courses and other activities. Students are responsible for signing up for the Program and Department listservs by contacting the department administrative assistant. All students are required to have a UK email address, supply the email address to professors and supervisors, and check their email on a regular basis. Important announcements and class information will be sent out on email. Some courses have additional technology requirements, such as viewing webcasts and podcasts, use of scoring programs for psychological tests or report templates for intervention reports, searching electronic databases, etc. Some courses are taught using online instructional methods. The University of Kentucky libraries offer many of its journals, data bases, and other resources online.

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 Research Integrity (<https://www.research.uky.edu/office-research-integrity/human-research-irb>). 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.

Re-specialization in School Psychology

The University of Kentucky school psychology program does not maintain a formal program whereby professionals with prior graduate degrees in counseling, clinical psychology, special education, or other similar fields may “re-specialize” in school psychology. However, the program does give admissions consideration to individuals on a case-by-case basis with respect to transfer of coursework. The first step in that process is to conduct a review of the prior coursework via transcripts and syllabi. This helps to determine possible equivalency to UK school psychology program requirements and state and national certification requirements. Depending on the outcome of the review, individuals with prior graduate degrees may bypass certain courses and complete a customized specialist degree program or a program that, in combination with the individual’s prior work, is found to be the equivalent of the UK school psychology program. Once admitted, all students are expected to complete program requirements and field experiences in the required sequence. All such requirements must be completed in order to be recommended for state and/or national certification.

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; <https://its.uky.edu/>) 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. 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

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 <https://studentsuccess.uky.edu/student-conduct/services/code-student-conduct>.

School Psychology Program Attendance Policy

This policy outlines the University of Kentucky's School Psychology Program expectations regarding attendance, including absences (excused versus unexcused), excessive absences, tardiness, and virtually attending class.

Attendance

Students are expected to attend and participate in all classes, including lab meetings and practicum. Students must give **prior notice** of absences; each faculty member will specify the timeframe and method for contacting them about absences. If an emergency occurs, please contact the instructor as soon as it is feasible. *If the instructor is not notified of an excused absence prior to class (or within one week after an emergency), student grades are subject to deduction per the class syllabus.*

Excused Absences

UK's [Attendance and Participation in Class Academic Policy](#) defines the following as acceptable reasons for excused absences:

1. **Significant physical or mental illness of the student or a member of the student's immediate family or household.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. This includes excusing a student from required interactions if the student has been directed to quarantine by the University, a medical professional, public health professional or government official. The Instructor of Record shall have the right to request appropriate verification.*
 - a. *Verification standards must be applied consistently for all types of absences. Documentation from University Health Services, the Counseling Center, Triage, Referral, Assistance and Crisis Support (TRACS) or the Violence Intervention and Prevention (VIP) Center shall be accepted when verification of a significant illness is required. Falsified attendance verification documents will be referred to the Office of Student Conduct.
2. **University- or government-directed quarantine or isolation.**
3. **Death of an immediate family or household member.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediate family is defined as spouse, child, parent (guardian), sibling (all of the previous include steps, halves and in-laws of the same relationship) and grandchild or grandparent.

4. **Participation in University-sponsored academic, athletic or co-curricular activities.** Trips for members of student organizations sponsored by an educational unit, trips for University classes and trips for participation in intercollegiate athletic events, including club sports registered with the University and varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than five (5) business days after the absence.
5. **Observance of major religious holidays.** Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (e.g., exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled me. Faculty should indicate in their syllabus how much advance notice they require from a student requesting accommodation. The Office for Student Success (vpss@uky.edu), the Academic Ombud (ombud@uky.edu), and the Director of Religious and Spiritual Life (Justin Sadle, justin.sadle@uky.edu) are available for consultation. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (e.g., exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation.
6. **Interviews for post-graduation employment or graduate/professional school.** The student must notify the Instructor of Record prior to the occurrence of such absences. Instructors of Record have the right to request appropriate verification.
 - a. “Appropriate verification” may include evidence that the student had little or no control over the date and time of the interview and that the student is not able to reschedule the interview to a nonconflicting time reasonably close to the originally scheduled time.
7. **Any other circumstances which the Instructor of Record finds reasonable cause for absence.**
8. **When there is an unscheduled closing, all in-person activities during the closure time are cancelled.** Asynchronous activities may be held; asynchronous activities may replace a scheduled synchronous activity if they can be completed in the same amount of time. Synchronous activities may be held only within the scheduled time slot and only if the instructor also provides an asynchronous option that can be completed in the same amount of time. Asynchronous activities may be attended or performed at a time of the student's choosing, subject to reasonable constraints.

Students may be asked to verify their absences for them to be considered excused. SR 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Unexcused Absences

Students who miss class for reasons not covered by the above and thus not determined by the instructor to be excused are subject to a grade deduction in attendance or participation points for each missed class. Refer to your class syllabus for the policy.

Excessive Absences

If the Instructor of Record determines that excused absences have prevented the student from meaningfully participating in required interactions or completing essential learning activities, the instructor shall notify the student in writing that the student may be unable to meet course requirements. The student shall have the right to elect a “W.” If the student declines to receive a “W,” the Instructor of Record may award an “I” only when the instructor determines that the remaining course requirements can be completed without compromising course standards and without imposing an unreasonable burden on the student or the instructional unit. See the policy for more information ([Academic Policy - Attendance and Participation in Class](#)).

Note that this program has learning activities mandated by our accreditation bodies (APA and NASP). Students who have so many excused absences that they cannot complete the mandated learning activities may need to repeat course(s) and/or be moved to a different graduation cohort. Refer to individual course syllabi for course-specific information.

Tardiness

Students are expected to arrive to class on time, ready to engage in discussions and/or class presentations. Students must let the instructor know **prior to class** if they will be tardy and the reason why. *Excessive unexcused tardies (i.e., >2 instances 10+ minutes late to class) will result in grade deductions per tardy.* Refer to your class syllabus for the policy.

Virtually Attending Class

Some class meetings may be held on Zoom as needed, which will be communicated to the class by the instructor. Students are expected to attend in a minimally distracting environment, keep their video on, and keep their microphone muted unless actively speaking. *Students should not plan to attend class via Zoom unless explicitly stated by the instructor.* Attempts to attend class via Zoom without instructor approval will not count towards attendance.

Artificial Intelligence Use in the School Psychology Program

The School Psychology PhD Program recognizes that artificial intelligence (AI) and generative AI tools (e.g., ChatGPT, Copilot, Gemini, Claude, and similar technologies) are increasingly used in research, writing, data management, teaching, and professional practice. Specialist students are expected to develop the knowledge and skills necessary to use these tools ethically, responsibly, and in accordance with university, professional, and program standards.

Students are expected to critically evaluate the benefits, limitations, accuracy, equity implications, and ethical considerations associated with AI technologies used in educational and mental health settings. Consistent with NASP and APA ethical principles, professional decisions involving assessment, intervention, consultation, and service delivery must rely on appropriate professional judgment and may not be delegated solely to AI systems.

The use of AI tools does not diminish students' responsibility for the accuracy, originality, integrity, and quality of their work. Students remain fully accountable for all content submitted for coursework, examinations, practicum documentation, and other program requirements.

Failure to comply with stated AI-use expectations may constitute academic misconduct.

Permitted Uses

Unless otherwise prohibited by an instructor, advisor, committee, or examination policy, students may use AI tools (with disclosure and attribution to the AI tool) to:

- Brainstorm ideas
- Improve grammar, readability, and writing clarity
- Develop programming code or statistical syntax
- Summarize non-confidential materials
- Support project management and productivity tasks
- Generate practice questions or study materials

Prohibited Uses

Students may not:

- Use AI in any capacity on formal examinations
- Present AI-generated content as entirely their own original work
- Fabricate data, references, quotations, citations, participants, findings, or sources
- Upload confidential, proprietary, educational, clinical, research participant, or protected data into public AI platforms without appropriate authorization
- Circumvent assessment requirements intended to evaluate individual competence
- Misrepresent the extent of AI assistance used in scholarly products
- Use AI in any manner that violates university academic integrity policies, APA Ethics Code, NASP professional standards, IRB requirements, HIPAA requirements, FERPA requirements, or research agreements

Research Requirements

The student remains solely responsible for:

- Research conceptualization (i.e., generating research questions and/or hypotheses)
- Research design
- Data collection
- Data analysis
- Interpretation of findings
- Scholarly conclusions

AI technologies may assist with aspects of the research process, but they may not replace independent scholarly judgment or authorship. Any use of AI in dissertations, theses, publishable manuscripts, conference presentations, grant proposals, or research products must comply with applicable university, journal, funding agency, and IRB requirements. If you are unsure, please consult your advisor.

Non-Discrimination Policy

The University of Kentucky School Psychology Program is committed to a policy of providing educational opportunities to all academically qualified students regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability. The University of Kentucky is an equal opportunity university. We encourage applications from all academically qualified people interested in educational opportunities.

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 their 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 their 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 their 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 their 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 their 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.

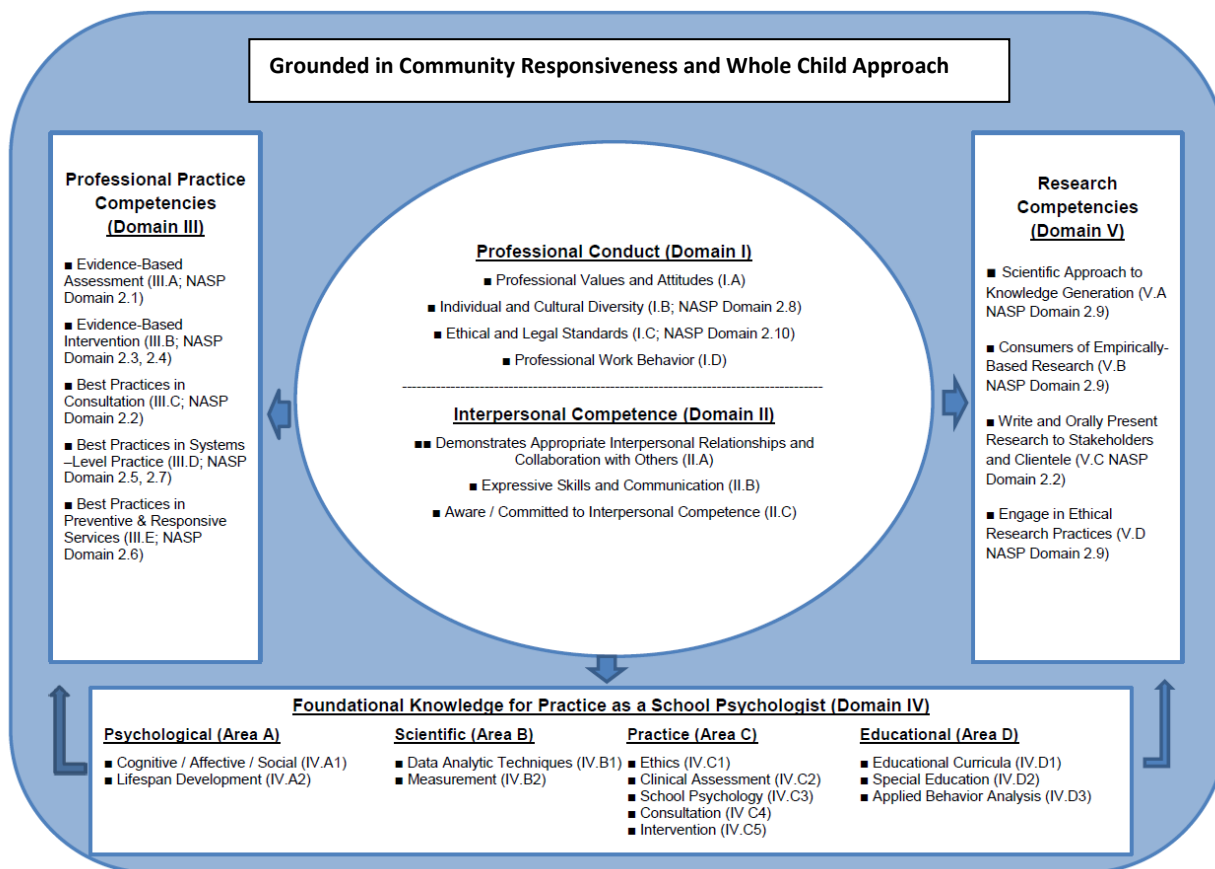
Any verbal or written complaints filed by a student in the grievance process will be kept confidential. All complaints will be maintained according to the doctoral program's procedures that are aligned with the APA Commission on Accreditation's Filing Procedures (C-12): "The complaint log will include 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 or by the university supervisor to terminate the candidate and remove them 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 APA, NASP, and Kentucky Professional codes 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 A: Ed.S. Program Training Model



Appendix B: Ed.S. Program Goals, Objectives, and Competencies

Domain I: Students Demonstrate Professional Conduct <i>(Evaluated with Practicum Evaluation, Intern Evaluation and Coursework)</i>
<u>Objectives for Domain #I:</u> <u>A.</u> Students' behavior reflects the professional values and attitudes of school psychology. <u>B.</u> Students use a community responsive approach and develop awareness, sensitivity, and skills in working with individuals from different backgrounds, broadly defined. <u>C.</u> Students comply with ethical and legal standards of professional codes of conduct. <u>D.</u> Students exhibit appropriate and professional work behavior.
<u>Competencies Expected for these Objectives:</u> <u>A1.</u> Students demonstrate honesty, personal responsibility, and adherence to professional values. <u>A2.</u> Students conduct themselves in a professional manner across settings and situations. <u>A3.</u> Students accept personal responsibility across settings and contexts. <u>A4.</u> Students independently act to safeguard the welfare of others. <u>A5.</u> Students adopt a professional identity as a school psychologist. <u>B1.</u> Students demonstrate an awareness and understanding of self and others as cultural beings in professional activities (e.g., assessment, intervention, consultation). <u>B2.</u> Students apply knowledge, skills, and attitudes regarding dimensions of humanistic differences to professional work (e.g., assessment, intervention, consultation). <u>C1.</u> Students demonstrate advanced knowledge and application of the NASP Professional Code of Conduct; students demonstrate advanced knowledge of the APA Ethical Code of Conduct. <u>C2.</u> Students engage in ethical decision making. <u>C3.</u> Students demonstrate ethical and legal behavior in professional activities. <u>D1.</u> Students' clinical work is completed in a timely manner with respect to various deadlines for supervisors and schools. <u>D2.</u> Students' attire is professional and appropriate to context. <u>D3.</u> Students exhibit commitment to learn and apply new skills.
Domain #II: Students Demonstrate Interpersonal Competence <i>(Evaluated with Practicum Evaluation, Intern Evaluation and Coursework)</i>
<u>Objectives for Domain #II:</u> <u>A.</u> Students demonstrate appropriate interpersonal relationships and collaboration with others. <u>B.</u> Students communicate psychological concepts in a clear and an effective manner <u>C.</u> Students demonstrate awareness of and commitment to interpersonal competence.
<u>Competencies Expected for these Objectives:</u> <u>A1.</u> Students develop and maintain appropriate relationships with students and colleagues. <u>A2.</u> Students appropriately manage affect and emotional responses when working with clients and colleagues. <u>B1.</u> Students' verbal communication demonstrates understanding of professional psychology. <u>B2.</u> Students' written communication demonstrates understanding of professional psychology. <u>C1.</u> Students demonstrate awareness of interpersonal professional competence. <u>C2.</u> Students show commitment to ongoing development of interpersonal competence.

Domain #III: Students Demonstrate Evidence-Based Practice Competencies (<i>Evaluated with Practicum Evaluation, Intern Evaluation and Coursework</i>)
<u>Objectives for Domain #III:</u> <u>A.</u> Students' assessment practice adheres to evidence-based assessment guidelines, standards, and best practices. <u>B.</u> Students' intervention practice reflects evidence-based intervention standards. <u>C.</u> Students engage in evidence-based consultation practice. <u>D.</u> Students' engage in best practices for systems-level preventative, consultative, and intervention work. <u>E.</u> Students use best practices in preventative and responsive-based services.
<u>Competencies Expected for these Objectives:</u> <u>A1.</u> Students use a whole-child, ecological approach in conceptualizing student cases. <u>A2.</u> Students plan and conduct appropriate psychological and educational assessments accounting for culturally-relevant factors. <u>A3.</u> Students effectively write and orally communicate assessment results with teachers, parents, and other stakeholders. <u>B1.</u> Students select evidence-based interventions and consider culturally-relevant factors when creating their intervention plan. <u>B2.</u> Students implement and evaluate intervention plans using empirical data to drive their decision-making process in continuing, modifying, or terminating interventions. <u>C1.</u> Students use best practices and empirically-driven models to consult with teachers, educational professionals, and other health care professionals. <u>C2.</u> Students are able to identify culturally-relevant factors that affect the consultation relationship and outcomes of the consultation process. <u>C3.</u> Students effectively assess the outcomes of consultation and are able to provide further recommendations for treatment and/or appropriately terminate the consultation relationship. <u>D1.</u> Students have knowledge of school and systems structure, organization, and theory. <u>D2.</u> Students demonstrate skills to develop and implement practices to create and maintain effective and supportive learning environments for children and others. <u>E1.</u> 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. <u>E2.</u> 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.
Domain #IV Foundational Knowledge for Practice as a School Psychologist (<i>Evaluated with Coursework, Intern Evaluation and Internship Portfolio</i>)
<u>Objectives for Goal #IV:</u> <u>A.</u> Students demonstrate mastery of children's cognitive, social, and lifespan development. <u>B.</u> Students demonstrate mastery of the scientific methods used within the field of school psychology. <u>C.</u> Students demonstrate mastery of foundational knowledge of school psychology as a profession. <u>D.</u> Students demonstrate understanding of educational systems.
<u>Competencies Expected for these Objectives:</u> <u>A1.</u> Students demonstrate adequate knowledge of children's affective, cognitive, and social development, particularly as these factors impact learning and mental health. <u>A2.</u> Students demonstrate adequate knowledge of lifespan development.

Domain #IV Foundational Knowledge for Practice as a School Psychologist <i>(Evaluated with Coursework, Intern Evaluation and Internship Portfolio)</i>
<u>B1.</u> Students demonstrate adequate mastery of appropriate data analytic techniques. <u>B2.</u> Students demonstrate adequate mastery of psychological measurement. <u>C1.</u> Students demonstrate mastery of ethical guidelines that inform professional practice. <u>C2.</u> Students demonstrate foundational knowledge of psychoeducational assessment with children and adolescents. <u>C3.</u> Students demonstrate foundational understanding of the field of school psychology as a profession. <u>C4.</u> Students demonstrate foundational understanding of methods of school-based consultation. <u>C5.</u> Students demonstrate adequate mastery of school-based interventions grounded in both efficacy and effectiveness. <u>D1.</u> Students demonstrate general understanding of development and implementation of educational curriculum. <u>D2.</u> Students demonstrate general and basic understanding of special education instructional strategies. <u>D3.</u> Students demonstrate a foundational knowledge of applied behavior analysis.

Domain # V: Students Demonstrate Research Competencies <i>(Evaluated with Practicum Evaluation, Intern Evaluation, Internship Portfolio & Coursework)</i>
<u>Objectives for Goal #V :</u> <u>A.</u> Students adopt a scientific, problem-solving approach to knowledge generation. <u>B.</u> Students have knowledge of and apply evidence-based research to practice. <u>C.</u> Students write and orally present research findings effectively to stakeholders and clientele. <u>D.</u> Students engage in ethical research practices.
<u>Competencies Expected for these Objectives:</u> <u>A1.</u> Students demonstrate critical thinking when evaluating research findings. <u>A2.</u> Students demonstrate critical thinking skills when formulating research questions. <u>B1.</u> Students demonstrate skills to apply research as a foundation for service delivery. <u>B2.</u> 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. <u>C1.</u> Students effectively communicate research findings to stakeholders and clientele via written expression. <u>C2.</u> Students effectively communicate research findings to stakeholders and clientele via oral expression. <u>D1.</u> Students understand historical context of ethical research. <u>D2.</u> 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.