

**SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK
Doctoral Degree**

2023-2024

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I. OVERVIEW OF THE DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

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

School psychologists work in a variety of professional settings including preschools, elementary and secondary educational institutions, higher education institutions, medical settings, government agencies, and private and/or group practice(s). Within these organized settings, school psychologists 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, 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 College of Education to foster integration between education and psychology in the training program.

Because of the diversity of demands placed on the practicing school psychologist, the training program provides in-depth coverage of psychological and educational issues including consideration of organizational and social aspects of schooling, consultation processes, and preventive mental health. Coverage of these topics along with the direct service skills in assessment and intervention, result in the school psychologist becoming a designer of optimal psycho-educational services and evidence-based practices. Practitioners will be able to draw on existing research and theory to design unique applications as they are needed for learning and adjustment by individuals in educational settings. In addition, practitioners will be capable of contributing to the research base from which they draw information.

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 the departmental Social Justice theme in its philosophy of training. The University of Kentucky School Psychology program infuses a Social Justice perspective in our training by examining and challenging institutions that perpetuate educational inequalities on the basis of disability, race, ethnicity, socioeconomic status, sexual orientation, religion/spirituality, language, gender or gender expression. We believe every individual is deserving of respect and entitlement to resources, both within the school and within the community. Our program strives to optimize personal development and achievement across individuals from all backgrounds through activities integrated in coursework and program requirements that encourage students to engage in exercises that promote the

welfare of all students. We therefore have a commitment to psychological practices that contribute to child, family, and community well-being by advocating for individuals who may not have access to mainstream resources.

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

With the integration of diversity and social justice throughout the program, our sequence of courses designed for the UK School Psychology Training Program provides a foundation of basic knowledge and skills in psychology and education, and a liberal component of individually designed coursework that facilitates the development of a broad range of scientific, interpersonal, and leadership competencies and perspectives.

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 cultural competence or culturally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Diversity is 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 cultural background and be aware of those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural 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), Practicum in School Psychology (EDP 674/675), and Seminar in School Psychology (EDP 776) provide forums for faculty-student contact and dialogue in order that 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 Ph.D. 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.

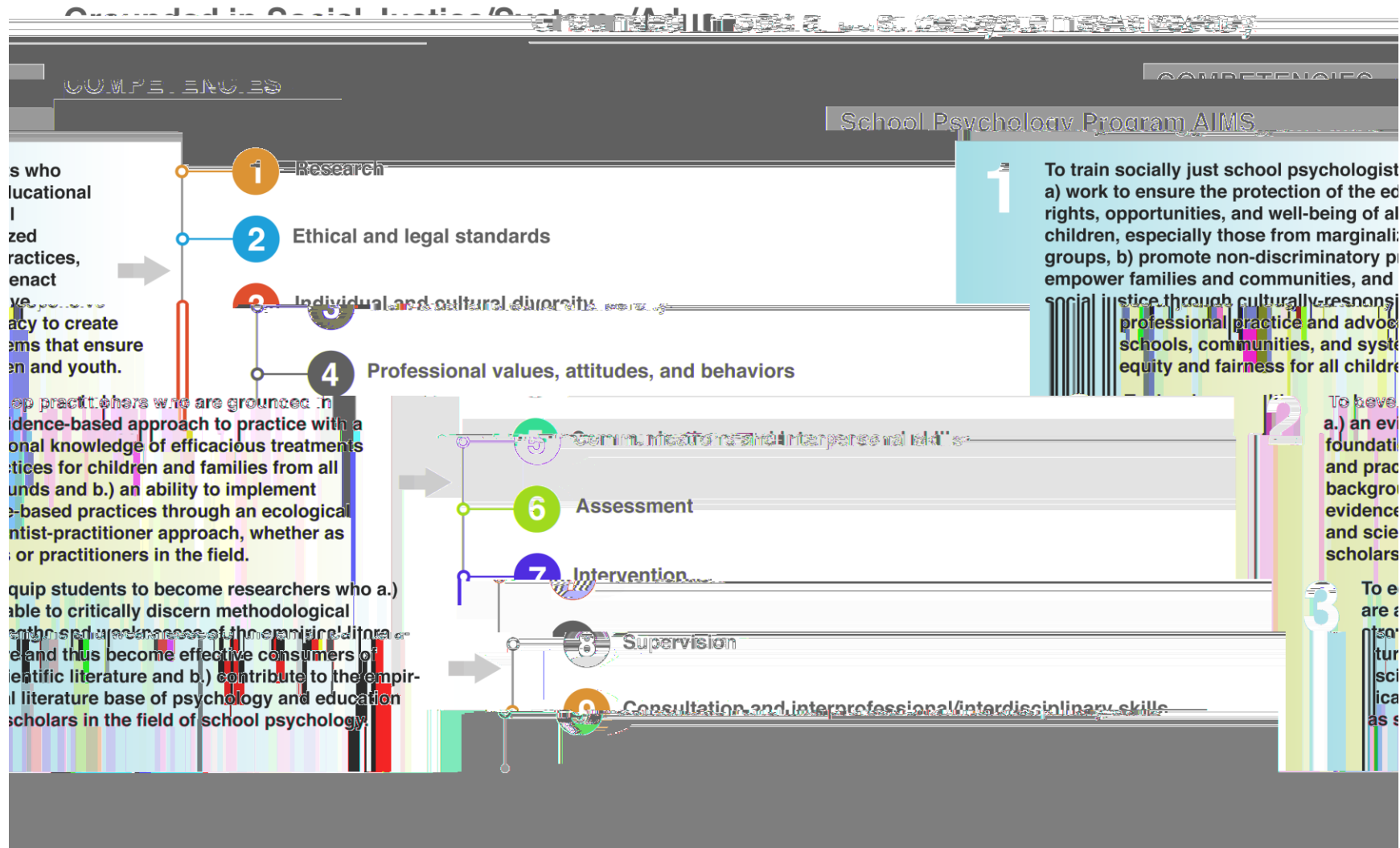
This handbook outlines the expectations for the completion of the doctoral degree in School Psychology. This document therefore contains the description, requirements, procedures, and guidelines related to doctoral training in School Psychology. In addition to familiarizing oneself with the materials contained in this handbook, students are expected to understand the standards and policies set forth by the University of Kentucky Graduate School (<http://www.gradschool.uky.edu/>) and those posted on the School Psychology web site (<http://education.uky.edu/EDP/content/school-psych-overview/>). Additional information regarding the conceptual framework of School Psychology, goals of training, and departmental structure can also be found on the program website. This handbook will serve to help school psychology students stay on track while pursuing their graduate degrees.

Doctoral Program Training Model

As shown in Figure 1 (p. 7), our training model consists of three Aims that inform our nine Competencies of training. These competencies are interrelated and fully grounded in: (a) a commitment to social justice, (b) understanding that various systems affect children's functioning (e.g., home; school; community), and (c) an advocacy role for psychologists working on behalf of children. The first competency, **Research** emphasizes students' ability to demonstrate the independent ability to formulate research or other scholarly activities, conduct

research, and critically evaluate or disseminate research. The second competency, **Ethical and Legal Standards**, reflects the importance of students' knowledge of the APA Ethical Principles of Psychologists and Code of Conduct, as well as students' ability to recognize ethical dilemmas and apply a decision-making model to resolve dilemmas. This competency also states the importance of students' professional and ethical manner in all activities. The third competency, **Individual and Cultural Diversity**, identifies the program's commitment to ensuring that all students are able to identify their own attitudes and biases and understand how these biases impact others; this third competency emphasizes the ability to use the working knowledge of multiculturalism and apply it to one's professional roles. The fourth competency, **Professional Values, Attitudes and Beliefs**, exemplifies the importance of lifelong learning, students' values and attitudes of psychology, professional identity, and concern for the welfare of others. Within this competency, students are evaluated on their ability to seek and demonstrate openness to feedback and supervision, as well as responding professionally in increasingly complex situations with greater degrees of independence as students progress across levels of training. **Communications and interpersonal skills** is the fifth competency and focuses on students' ability to develop and maintain effective relationships with a wide range of individuals, as well as students' ability to produce and comprehend oral and written communication that are informative and well-integrated. The sixth competency, **Assessment**, evaluates students' ability to select and apply assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics. This competency also ensures that students' are learning to appropriately interpret assessment results to inform case conceptualization, classification and decision-making. **Intervention** is the seventh competency and emphasizes the importance of developing evidence-based interventions that are specific to service delivery goals and that students are able to evaluate intervention effectiveness and adapt intervention goals and methods consistent with progress-monitoring techniques. The eighth competency, **Supervision**, ensures that students have the tools and competencies to be effective supervisors whether as practitioners or scholars in the field of school psychology. Last, **Consultation and Inter-Professional/Interdisciplinary Skills** emphasizes the importance of students' ability to use the knowledge they have of consultation best practice and apply it with professionals with other roles and perspectives, using models and practices that are grounded in recent empirical literature.

Figure 1. University of Kentucky School Psychology Program Training Model



School Psychology Faculty

Dr. Kathleen Aspiranti, PhD: Associate Professor and Program Chair, 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 with 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. Email: Kathleen.aspiranti@uky.edu

Dr. Rachel Hammond, PhD: 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: 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).

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. All communication with the Graduate School about programs, progress, and graduate study are addressed by the DGS. **Students should not contact the Graduate School directly.** The DGS clears all matters involving the Graduate School; therefore, when students need clarification about matters relevant to the Graduate School, they must contact the DGS and let him/her make the appropriate contact(s). Also, students obtain information about and applications to programs, application for graduation and qualifying examinations, and information about other elements of the program from the DGS. Students should become familiar with the office of the DGS and use it as an information resource as they plan and complete their doctoral requirements. It is therefore imperative that the major professor/advisor and the student submit information to the DGS at each step of the student's program.

Major Professor/Advisor

Upon acceptance into the program, a program faculty member serves as initial advisor to that student. This advisor serves as the student's major professor. This decision is based primarily on mutual professional and research interests and the availability of the faculty member. For those students who have not yet chosen a major professor, the program director or an assigned faculty advisor may serve in that capacity for the first semester following the student's admission. All students are expected to select or have assigned a major professor by the beginning of the second semester of the first year of doctoral study. The major professor, who must be a full member of the Graduate Faculty (or associate member of the Graduate Faculty in the case of a non-tenured professor in a co-chairperson situation), assists the student in planning course selections and in selecting members of the student's advisory committee. The major professor serves as a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program.

Advisory Committee

In addition to a major professor, each Ph.D. school psychology student is guided by an advisory committee throughout his or her graduate career. The purpose of the advisory committee is to give continuity of direction and counsel, and to provide role models and intellectual stimulation to the student from the beginning of the program through the completion of the doctoral degree. Official rules and regulations concerning the composition and function of a student's advisory committee can be found in the Graduate School Bulletin. All students are responsible for reading and becoming thoroughly familiar with these regulations.

The advisory committee is comprised of a minimum of four members. The committee consists of the major professor who must be from the primary school psychology program faculty and who serves as Chair or Co-Chair; at least one other member from the primary school psychology program faculty and two other members, one of which must be outside the program area. All members of the core must be members of the Graduate Faculty of the University of Kentucky; at least three, including the Chair or a Co-Chair, must possess full Graduate Faculty status. The core of the advisory committee must be kept at its full complement throughout the graduate career of the individual student. Thus, in the event of a vacancy on the committee (resignation, faculty leave, or inability to serve), an appropriate replacement must be made prior to making any committee decision(s), (e.g., qualifying examination, proposal and internship approval, and the final dissertation defense examination). Further, the student may reconstitute the committee for the dissertation based on the nature of the research as long as the composition still meets the above guidelines. *If the student decides to change any member of their committee, the student must meet with the former committee member and major professor to discuss this change in person before asking the new member.*

While the student may have a number of informal meetings with various members of the advisory committee during completion of coursework; the dissertation proposal, data collection and analysis; and the final writing of the dissertation, all four members of the advisory committee must be present at all official meetings of the advisory committee (e.g. approval of the plan of study, oral qualifying examination, dissertation proposal, dissertation defense). The student's first committee meeting should occur by the end of the student's first year in the doctoral program and typically is focused on approving the student's program plan of study (all of the courses the student has taken and plans to take to fulfill the requirements for the Ph.D. degree; for additional information see program website). The student is responsible for providing copies of the program of study and disseminating them to committee members at the

first committee meeting. A copy of the approved program of study must be given to the DGS assistant, 245 Dickey Hall, after the first committee meeting (and after changes if the committee requests changes).

Before a student is permitted to begin formal dissertation research, a proposal must be presented to and approved by the advisory committee. At the final examination, the school psychology doctoral candidate presents a dissertation in a dialogue with the advisory committee and a representative from the Graduate School. This meeting is open to other members of the school psychology community. The final examination usually is focused upon the dissertation, but the dialogue may include other domains.

III. DOCTORAL DEGREE REQUIREMENTS

The program of study for the Ph.D. degree in school psychology has four objectives: (a) to meet the criteria for school psychology training developed by the American Psychological Association and the National Association of School Psychologists; (b) to offer a varied curriculum that enables the student to develop multiple skills; (c) to explore individual interests while focusing on a selected area of expertise; and (d) to permit graduates to qualify for certification and licensure in Kentucky and many other states in the specialty area of school psychology.

Length of Program

The Ph.D. program in school psychology is designed to be completed in 5 calendar years (including at least the first two summer semesters). Individual program lengths will vary, but students should plan on dedicating 5 years to the school psychology program if entering with a bachelor's degree.

Coursework

Although specific numbers of credit hours required for program completion are determined by the student's doctoral advisory committee, the UK School Psychology Ph.D. program typically requires a minimum of 103 graduate semester hours beyond the Bachelor's degree, exclusive of credit earned for internship and dissertation research. Students are expected to spend four full years in academic study to complete their required coursework, qualifying examination, and work on their dissertation, followed by a one-year full-time internship supervised by a licensed school psychologist. No more than one-fourth (25%) of a student's coursework may be in courses which are not exclusively for graduate students (i.e., 500-level courses or lower). Because of the number of credit hours and the intense quality of much of the coursework, students should not expect to finish the program in a timely manner on a part-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 approved by the student's advisor*) for most of the time enrolled in the program.

It is expected that some students will enter the program with a certain number of course requirements completed previously during master's degree study. Each student will negotiate a contract with his/her advisory committee and the DGS to apply up to 36 hours of prior study towards the doctoral degree and, consequently, to waive those courses in the present required certification program that duplicate work completed previously. However, petition must be made to the school psychology program faculty to waive coursework in the professional core areas if that work was not completed in the UK School Psychology Program. In situations in which students have taken courses more than five years prior to admission, the program faculty

may request that these areas be repeated. For certain courses, e.g., statistics, the student may be required to pass an examination assessing 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 the direct supervision of the school psychology faculty.

Online Coursework. Four courses are always offered online: (a) EDP 513 (Social Aspects of Behavior), EDP 533 (History and Systems) and EDP 622/623 (Theory and Application in Supervision) EDP 708 (Internship). Several other courses are frequently offered online. All courses are offered and administrated through Canvas, The University of Kentucky's online class system. There are no additional fees associated with online courses administered through Canvas' system.

The coursework in the Ph.D. program is divided across five major core areas:

Area A: Psychological Foundations (24 hours)

Biological Aspects of Behavior: (3 hours)

PSY/PGY 627 Proseminar in Physiological Psychology

Human Development, Cognitive and Affective Aspects of Behavior: (9 hours)

EDP 600 Lifespan Human Development and Behavior

EDP 603 Human Cognitive Development

EDP 614 Motivation and Learning

Social Aspects of Behavior: (3 hours)

EDP 513 Social Aspects of Behavior

Individual Differences: (6 hours)

EDP 669 Diagnostic Classification in School Psychology

EDP 616 Multicultural Psychology *or*

PSY 779 Topical Seminar in Social Psychology: Prejudice & Stereotyping

History and Systems of Psychology: (3 hours)

EDP 533 History and Systems of Psychology

Area B: Scientific Foundations (15 semester hours)

- EDP 558 Educational Statistics (required)
- EDP 656 Methodology in Educational Research
- EDP 660 Research Design & Analysis
- EDP 679 Introduction to Measurement Theory and Techniques
- Approved Electives (EPE 620; EPE 621; EDS 633; EDP 711; EDP 712; EPE 763; EPE 782), or get approval from advisor for an alternate choice

Area C: Professional Practice Foundations (37 semester hours). Students must successfully complete a total of 37 credit hours across the following 3 areas:

Professional Identity (10 hrs, plus 3 optional hours)

- EDP 570 Introduction to Psychological Services in the Schools
- EDP 658 Problems in Educational Psychology (1st Year Seminar: 1 credit hour)
- EDP 622 Theory and Application in Supervision (3rd or 4th year seminar: 3 credit hours)
- EDP 770 Legal and Ethical Issues in Professional Psychology
- Optional and highly recommended for students interested in an APPIC or APA accredited internship: EDP 708 APPIC Seminar: 3 credit hours

Diagnosis & Assessment (12 hrs)

- EDP 640 Individual Assessment of Cognitive Functioning
- EDP 642 Individual Assessment of Personality Functioning
- EDP 776 Seminar: Psychoeducational Assessment
- EDP 658 Special Topics in Advanced Assessment

Intervention (15 hrs)

- EDP 670 Psychoeducational Strategies of Intervention
- EDP 671 Psychoeducational Consultation
- EDP 704 Social Justice Consultation and Evaluation
- EDP 605 Intro. to Counseling: Tech I
- EDP 680 Parent & Child Counseling

Area D: Educational Foundations (9 Hours)

- EDS 558: Special Topics--School Level Services & Family-School Collaboration (required)
 - EDS 601 Applied Behavior Analysis (required)
 - Approved Electives (choose one below or get approval from advisor for an alternate choice):
 - EDS 600 Survey of Special Education
 - EDC 641 Research in Reading
 - EDC 619 Assessment of Reading
 - EDC 732 Principles of Curriculum Construction
 - EDS 611 Remediation of Learning Disabilities
 - EDC 550 Education in a Culturally Diverse Society
 - EPE 665 Education and Culture
 - EDS 522 Children and Families
 - EDS 779 Seminar in Special Education
- ***Developmental Disabilities Certificate: students are encouraged to pick up a certificate in a specialty area, some of the hours that could satisfy the Ed Foundations requirements

Area E: Supervised Experience (18 hours)

Supervised Experience Component (18 hrs)

- EDP 674 Practicum in School Psychology (6 hrs)
- EDP 675 Advanced Practicum in School Psychology (6 hrs)

- EDP 708 Internship in Educational, School & Counseling Psychology (6 hrs)

EDP 767 (Post-Qualifying Residency): Students enrolled in a doctoral program are required to enroll in a 2 credit hour course, EDP 767; Dissertation Residency Credit, **after** successfully completing the qualifying examination. The Graduate School will provide a scholarship for the out-of-state portion of the (2) credit hours associated with a 767 course and the student will only be responsible for the in-state tuition rate plus mandatory fees. Students are required to complete a minimum of two semesters of 767 before they can graduate.

Important: Scheduling the Qualifying Examination for Residence Credit: 767 residence credit may be applied **to the semester** of the qualifying examination **if** the examination is passed during the semester of initial enrollment in this course. However, if the student subsequently fails the qualifying examination or elects not to take it, **registration in 767 must be removed**. If this case arises, please contact your DGS or Student Affairs Officer (Penny). We will assist you on case by case basis.

Total Minimum Required Credit Hours (not including EDP 767): 103 credit hours

Suggested/Sample Timeline for Doctoral Degree Program

Fall	Spring	Summer
First Year (37 credit hours)		
EDP 570 Intro to School Psych EDP 640 Cognitive Assessment EDP 669 Diagnostic Classif. in S.P. EDP 558 Educational Statistics EDS 601 Applied Beh. Analysis ^EDP 658 Problems in Ed Psych (1 cr.)	EDP 642 Personality Assessment EDP 776 Psychoeduc Assess EDP 600 Human Development EDP 670 Psychoed Interventions Ed Foundations Elective	EDP 605 Intro to Counseling EDP 513 Social Aspects Behavior <i>Masters Exam</i>
Second Year (27 credit hours)		
EDP 770 Legal/Ethical Issues EDP 680 Parent/Child Counseling EDS 558 School Level Services EDP 674 Practicum	EDP 671 Consultation EDP 616 Multicultural Psych EDP 656 Research Methodology EDP 674 Practicum	EDP 660 Research Design <i>Preliminary Exams</i>
Third Year (24 credit hours)		
#EDP 622 Supervision EDP 603 Human Cognitive Devt EDP 679 Intro to Measurement EDP 675 Advanced Practicum <i>Research Portfolio</i>	PSY 627 Physiological Psych EDP 614 Motivation and Learning #EDP 704 Social Justice Consultation EDP 675 Advanced Practicum	<i>Qualifying Exam</i>
Fourth Year (13-16 credit hours)		
Scientific Foundations Elective #EDP 533 History & Systems EDP 767 Residence Credit (2 hrs) %EDP 708 APPIC Intern Prep (3 hrs) <i>Dissertation Proposal</i>	EDP 767 Residence Credit (2 hrs) #EDP 658 Special Topics Assessment <i>Dissertation Completed</i>	
Fifth Year (6 credit hours)		
EDP 708 Internship**	EDP 708 Internship**	

^Note that this course requires an overload request. Students will complete the overload request form found at https://gradschool.uky.edu/sites/gradschool.uky.edu/files/Forms/StudentForms/CreditOverload_9-18-20.pdf and email it to the DGS

#Note that this course is offered every other year and thus needs to be planned accordingly in your Program of Study.

% Note that the EDP 708 (Internship Preparation: APPIC) is an Optional but highly recommended course for those wanting to gain an APPIC or APA accredited internship. Please speak to your advisor about your internship plans.

***You can elect to take the internship credit hours during your fourth year and enroll in 0 credit hours during your fifth year of study. This will allow you to save money on tuition and eliminates the mandatory fees from the graduate school.*

Practica

Students in the doctoral program in school psychology must complete a minimum of four semesters of EDP 674/675, Practicum/Advanced Practicum in School Psychology, plus other organized supervised experience connected with specific courses. Typically, the student will complete six credit hours of practicum at the initial level and six hours at the advanced levels. Students admitted into the doctoral program with advanced graduate standing will have previous practicum experiences evaluated for applicability towards their degree requirements. The

practica have been designed to give students practical experience with assessment instruments, intervention, consultation services, and other aspects of school psychology practice including further exposure to the infrastructure of the school system and its political climate. In addition, these experiences emphasize recognizing and dealing with individual differences with respect to culture, gender, and other factors, as well as disabling conditions.

First-Year Practicum. Students will complete 40-60 hours of practicum as part of EDP 570 (Introduction to Psychological Services in the Schools) during their first semester of training. Students will be evaluated on professionalism by the site supervisor at the end of the semester.

Second-Year School-Based Practicum. During the second year of training, requirements for the completion of EDP 674 include a minimum of eight hours per week of direct service within a school-based placement. Students accrue 400 school-based hours during the second year and receive individual supervision from their field supervisor as well as the University practicum supervisor who provides group supervision through classes and individual supervision on request. Students will be evaluated using the Benchmark Evaluation Rating System (BERS) by the site supervisor at the end of each semester.

Third-Year Practicum. During the third year, students may opt to supplement their school-based experiences through practicum work in other settings (e.g., medical center, early childhood, special school settings) approved by the University practicum instructor (EDP 675). Students will be evaluated using the Benchmark Evaluation Rating System (BERS) by the site supervisor at the end of each semester.

Fourth-Year Experience. During the fourth year, students have several options. Students may repeat EDP 675 for an additional clinic-based, hospital-based, or school-based advanced practicum experience. The credit hours for EDP 675 in the fourth year can be varied to express the amount of hours the student expects to provide during this year. Instead, students could elect to take EDP 708 for a school-based pre-doctoral internship. This would entail the student placed in a school-based setting for 600 hours with a certified school psychologist. This option will allow students to apply for a year 5 internship outside of a school setting (e.g., fully in a clinic or hospital setting), which are more plentiful within APPIC sites. If students elect to take EDP 708 school based pre-doctoral internship during the fourth year, they will register for the 3 credits per semester in the 4th year. Then, during the 5th year pre-doctoral internship experience (see below), students will register for 0 credits of EDP 675. Students will be evaluated using the Benchmark Evaluation Rating System (BERS) by the site supervisor at the end of each semester.

Students must accrue 600 school-based hours in either the 4th or 5th year of study during a pre-doctoral internship placement to graduate from the UKY doctoral program.

Approximate Hours Required of Students in Practicum (or 4th year pre-doctoral internship) Training

Service-Based Hours	
EDP 570 (1 st year)	40 School-Based
EDP 674 (2 nd year)	400 School-Based
EDP 675 (3 rd year)	400 Advanced Practicum
EDP 675 (4 th year)	Depends on student interests

--OR--	
EDP 708 (4 th year)	600 School-Based
<hr/>	
TOTAL	840 min practicum hours

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

Evaluation of students in practicum is accomplished through a combination of supervisory reports, student reaction papers, seminar performance (including case study presentations), and observation during site visitation. Each practicum student must submit a statement of specific goals and objectives at the beginning of each semester, then maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report describing his/her personal view of the goals he/she has accomplished, an evaluation of the practicum site, and a practicum portfolio. In addition, each field supervisor submits a final evaluation report for each practicum student, evaluating the student’s progress toward meeting his/her goals (available on the School Psychology program website).

The practicum settings in which students are placed are selected because of the availability of direct supervision by a licensed psychologist and/or certified school psychologist. In addition, practicum settings are selected on the basis of evidence that the school/agency and field supervisor will include the following as practicum goals:

- a) knowledge of and commitment to high standards of professional and social responsibility as evidenced by adoption of the APA and NASP Codes of Ethics;
- b) evidence of good professional practice in the use of sound and current assessment, intervention, and consultation skills as well as a willingness to explore better methods of practice and new psychological knowledge; and
- c) development of positive working relationships with all facets of the school community as well as the larger professional community.

Practicum students are placed only with field supervisors who have been employed in their current positions at least two years, have appropriate licensure or certification for their positions, and who are active members of state and national school psychology organizations.

5th year Pre-Doctoral Internship

A pre-doctoral internship equivalent in length to full-time work for either one school- or one calendar-year, totaling at least 1800 hours, is required after the completion of all coursework, passage of the Qualifying Exam and Dissertation Proposal. Internships acceptable for meeting this requirement require doctoral level licensed supervision. The field supervisor should be responsible for no more than two interns at any given time. Students will be evaluated using the Benchmark Evaluation Rating System (BERS) by the site supervisor at the end of each semester.

The internship must be completed in no longer than a 24-month period. Pre-doctoral internships shall be either: (a) a full-year, school-based internship; (b) a full-year internship in a consortium arrangement in which at least half is in a school setting; (c) a half-time internship in a school setting for one year, consecutively followed by a full-time internship in a non-school setting – in this case, the student’s internship requirements will be considered complete at the conclusion of the first half of the second internship year; or (d) a half-time internship in a school setting with certified (but not licensed) supervision for one year, consecutively followed by a full-time internship in a non-school setting. The intent of these various options is to ensure that students meet both certification and licensure requirements.

Students are strongly encouraged to apply for internships in settings approved by the American Psychological Association or those settings participating in the Association of Psychology Postdoctoral and Internship Centers. **Students are also encouraged to complete internships of 2000 hours to meet licensure requirements as requirements may differ across states.** It is likely that most internships will *not* be completed in the Lexington area.

The internship must be a planned and organized sequence of training and not just the performance of routine and repetitive functions devoid of individual benefit or professional development. The doctoral student on internship in school psychology will also have a university-based supervisor who will be responsible for maintaining contact with and receiving feedback from the field supervisor (available on the School Psychology program website), conducting regular on-campus supervisory sessions, and issuing a grade for the internship experience. If the internship is not an APA accredited internship, an internship pre-approval form must be completed with the University and School-based supervisors prior to beginning internship.

Policy on Program Waiver of School-Based Internship: The doctoral program in School Psychology does not waive the doctoral-level internship requirement.

IV. PROGRESS TOWARD DEGREE, STUDENT PERFORMANCE EVALUATION AND FEEDBACK, AND MINIMAL LEVELS OF STUDENT ACHIEVEMENT

The School Psychology Area Committee reviews the progress of each student once each year (see program website for annual evaluation form). Students receive, at least annually, written feedback on the extent to which they are meeting the program’s requirements and performance expectations via multiple modes of assessment. The figure below shows the formal feedback, sequence, competency benchmarks, and timeline for completion for doctoral students' successful completion of the program.

Program Highlights Integrating Coursework, Fieldwork, and Program Requirements

Time Frame	Program Requirements	Expectations for Mastery
Years 1-4	103 credits coursework	Grade of ‘B’ or better in each course
Years 1-4	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	Social Justice reflection and goals	Submission to program GA
Year 1, Fall	Ally Development Workshop	Successful attention and participation
Year 1, Spring	Social Justice Scholarship Series	Successful attendance and participation
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 2 across domains of competence and professionalism expectations
Year 2, Spring	Social Justice Scholarship Series	Successful attendance and participation
Year 2, Spring	Praxis exam	Minimum score of 155
Year 3	Advanced practicum in school psychology (400 hours)	Mean scores of 2 across domains of competence and professionalism expectations
Year 3, Fall	Preliminary Exam	Average score of 6 in each domain
Year 3, Fall	Research Portfolio	Passing score
Year 3, Spring/Summer	Qualifying exam	Passing score
Year 4	Dissertation proposal	Passing score
Year 4	Advanced practicum or school-based pre-doctoral internship (600 hours)	Mean scores of 2 across domains of competence and professionalism expectations
Year 4 or 5	Dissertation defense	Passing score
Year 5	Internship (1800 hours minimum)	Mean scores of 2 across domains of competence and professionalism expectations

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

Within each course, feedback is provided in a timely manner from faculty and field-based supervisors reflective of coursework and practicum assignments. Written notification of problems that have been noted and the opportunity to discuss them is provided to the student, as is guidance regarding steps to remediate those problems (if remediable). Last, substantive, written feedback on the extent to which corrective actions are or are not successful in addressing

the issues of concern is described, provided to the student, and kept on record within each student's cumulative file.

General comments about minimal levels of student achievement. In order to meet programmatic requirements for training, doctoral students must pass each of these competency benchmarks. Coursework expectations require that students meet or exceed a "B" grade level or higher in all required courses for degree completion. Students must receive practicum evaluations that meet or exceed "acceptable" ratings for an average of 2.0 rating in all domains of competence from the external supervisor. Students sitting for the Master's exam must successfully pass the Master's exam. Students must successfully pass the PRAXIS-II Exam #5403 at the level of National Certification in School Psychology (currently 155), Preliminary Exam, Research Portfolio, Qualifying Exam, and Dissertation Proposal and Defense (these requirements are subsequently described in more detail below). *Note: All of these exams must have formal documentation of student's successful completion. It is the student's responsibility to ensure this documentation is provided to the faculty for placement in the student's personal student file.*

Research

Each student is encouraged to develop a research-mentor relationship with a member of the program faculty throughout the training program. Typically, the major professor/advisor becomes the primary research mentor. The faculty-mentor may be changed during the program of studies, as student interests change and as faculty return from or depart for sabbatical or other leaves or leave the university. This student-faculty relationship is intended to promote independent research, cooperative research projects, dissertation pilot studies, the proposal, and the dissertation.

Students must be a part of a research team every year within the program. Students should begin working on research projects in their first year. They are encouraged to complete research as part of a team, within larger research projects, as part of secondary data analysis, and conducted independently. A variety of research project types are encouraged and will depend on the faculty expertise and student interest (e.g., literature reviews, meta analyses, experimental, single case design, experimental, Monte Carlo, survey-based, qualitative, evaluation). Students must complete CITI training in order to conduct any research with human subjects. Successful completion of CITI training is required for graduation from the program. The research competency portfolio (see below) is a required component of the department and is typically completed in the fall of the third year. As a culminating research experience, students will propose and defend a doctoral dissertation. Finally, students must successfully complete two presentations at regional, national, or international conferences (e.g., KAPS, MSERA, NASP, APA, ABAI) and be an author on two published manuscripts in peer-reviewed journals. For the publication and presentation requirement, students can be listed as either first author or co-author as long as they have made a substantial contribution to the project.

Examinations and Requirements

Social Justice Goals and Activities: Upon entry into the program, students will complete a social justice reflection that will describe their goals for becoming a socially just school psychologist. Within the 1-page reflection, students must also evaluate their prior experiences with individuals of various cultures and backgrounds, 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 GA by September 15 of the first semester.

In addition, all students are required to participate in the departmental Ally Development Workshop (ADW) in their first year of study. This is a requirement that must be completed for graduation. Students will be required to participate in the Social Justice Scholarship Series (SJSS) that occurs in the spring each year. Attendance at all SJSS activities is mandatory. If a student is prohibited from attending due to practicum or assistantship duties, an alternate assignment will be provided and must be completed within two weeks of the missed SJSS activity.

Masters Examination: 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.

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 doctoral 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 doctoral degree. In effect, the Master's is earned en route to the doctoral degree.

Students in the School Psychology Program have three additional requirements prior to their Qualifying Examination. The requirements are the PRAXIS exam, EDP Departmental Research Requirement, and the School Psychology Preliminary Examination.

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 before the beginning of the third 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 PhD 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.

Departmental Research Requirement: Research Competency Portfolio. Prior to the qualifying examination, all students will be involved in the completion of one empirically-based research study. This may be on an independent basis with faculty supervision or in conjunction with a faculty member. The purpose of this requirement is to have the student be involved fully in a research project from beginning to completion. It is expected that the student will be involved in all aspects of the project including literature review, formulation of research questions and hypotheses, development and implementation of methodology, data analysis, and writing. This requirement will be met with the completion of a "journal style" manuscript. When appropriate, it is expected that these projects will be submitted for publication and/or presentation. This research project may be used to meet some of the departmental research requirements. Students who have completed a thesis or research project as part of prior graduate work may request that this prior work be evaluated for meeting the pre-dissertation research requirement (further description available on the School Psychology program website).

The portfolio consists of three components: 1) Empirical Research Project Manuscript; 2) Summary Question Responses; 3) First Authorship Conference Proposal Submission or Manuscript Submission. The research portfolio must be completed prior to the qualifying examination. Most students complete the research portfolio in the fall of their third year in the program.

School Psychology Preliminary Examination: The school psychology faculty supervises the examination process. The purpose of the Preliminary Examination is to evaluate student's mastery of Foundational Knowledge (Domain III of the UK Program training model) in the areas of Scientific, Psychological, and Practice foundations. Areas covered include: Evidence-based assessment; ethics and legal standards; evidence-based intervention/consultation; research methods; educational foundations & multicultural issues and developmental psychopathology. The examination consists of responding to six questions that require knowledge across the core areas. The examination in the core areas is prepared and graded by the school psychology program faculty. The preliminary examination is typically taken after students have completed the professional school psychology courses. The examination will be offered once a semester, although it is typically offered at the beginning of the third year (Fall semester).

The specific questions comprising the written portion of the preliminary examination for school psychology will vary for each administration. Information contained in the texts and other resources utilized in the coursework of the UK program will be considered fair domain for the preliminary examination for school psychology. Additionally, the student should review the articles found in the major journals related to the field of school psychology (e.g., *School Psychology Quarterly*, *School Psychology Review*, *Journal of School Psychology*, *Psychology in the Schools*) within a five year span prior to taking the exam (e.g., if the exam is administered in 2010, students would be expected to review articles from 2004-2009). Articles from other relevant journals in general psychology may be utilized as well (*American Psychologist*, *Psychological Assessment*, etc.). The purpose of this exercise is for the student to familiarize him-or herself with the **major** current themes and trends occurring in the field that can be reflected in his or her responses throughout the examination process—thus, think quality of articles, not quantity. *In-text references are to be included throughout the student's responses to the essay questions.*

1. *Scoring and earning passing scores.* Students must complete all questions during the Preliminary Examination. Each of the six responses will be evaluated and scored separately by each of the school psychology faculty using the Preliminary Examination Scoring Rubric. For a response to be considered passing, a mean overall Satisfactory score for the response, calculated across faculty members, must be earned (i.e., mean Total score across faculty must meet or exceed 6 for each question). Results will be communicated to the students within four weeks of taking the preliminary examination.

2. *Preliminary Examination Re-take.* For each response that does not meet or exceed a mean overall Satisfactory score, the student must respond to an additional question during a Preliminary Examination Re-take (PER). For example, if a student passes items relevant to (a) evidence-based assessment, (b) ethics and legal standards, (c) research methods with Satisfactory scores, and (g) educational foundations and multicultural issues but fails items pertaining to (d) evidence-based intervention/consultation and (e) developmental psychopathology, the student must re-take questions in the areas of (d) evidence-based intervention/consultation and (e) developmental psychopathology during the next semester. Scoring criteria for passing are consistent with the original Preliminary Examination. The PER will be administered the following semester. A student is allowed two opportunities for re-taking the Preliminary Examination. For domains that are failed after two re-takes, the faculty will convene and create a remediation plan to address weaknesses in this area; the remediation plan may involve re-taking a course or completing an independent study in the failed area, among other possibilities. If the remediation plan is failed, the student may be dismissed from the program.

Qualifying Examination in School Psychology

The qualifying examination must be completed satisfactorily by the beginning of the fifth year of program for students entering without a master's degree. Students who have the master's degree may be expected to take the exam sooner, depending upon the recommendation of their advisory committee. Departmental policies discourage examinations during the summer months. As described earlier, all doctoral students in the department must pass the research preliminary examination. School psychology

students also have a preliminary examination on professional school psychology issues that must be successfully completed prior to the qualifying examination.

After completing the preliminary examination, the student will be eligible for the qualifying examination at a time consistent with graduate school requirements. The purpose of the qualifying examination is for the student to demonstrate advanced knowledge in an area of research. In consultation with their advisory committee, the student will identify an area for examination. Typically, this topic area will be related to the student's research interests. The student will complete a comprehensive critical review paper on the topic. The review should include a discussion of theoretical issues related to the topic as well as a review of empirical studies. The paper should summarize major themes and findings in the area and include a discussion of needed areas for further investigation.

The optimal time for completing the qualifying examination is during the first six weeks of the semester; in this way, the semester will count as a post-qualifying residence semester. The qualifying examination (both written and oral) will be limited to six weeks. The Advisory Committee will agree on the topic of the review paper and the student will be given no more than six (6) weeks to complete them. The student will have an oral examination focusing on their review paper and be expected to discuss relevant research and professional issues related to the topic. The student must submit their review paper to their advisory committee two weeks prior to the formal oral examination. The student's advisory committee via vote will determine if the student has successfully passed the qualifying examination.

Students must register and pay for two terms of at least four total hours of residency (EDP 767) during and after their qualifying examination. Thus, students need to enroll in at least 2 credit hours of EDP 767 the semester they will defend their Qualifying Examination. Students need to continue to register for these two credit hours each semester that they are enrolled up to when they defend their dissertation so that students can maintain active status with the Graduate School.

A request to sit for the qualifying examination must be in the Graduate School two weeks before the date of the examination. This form is available from 245 Dickey Hall and must be typed to go the Graduate School. A copy will be placed in the student's permanent file.

Admission to the school psychology portion of the qualifying examination is contingent on the following criteria:

- The student must have taken and passed the Department's Preliminary Requirement on Research Methodology.
- The student must have taken and passed the program's Preliminary Examination in School Psychology.
- The student must submit a Research Portfolio meeting the guidelines described on the program website that has been rated as "acceptable" or better by the faculty.
- The student must have taken the Praxis examination in school psychology and received a score sufficient to meet eligibility for Nationally Certified School Psychologist status.

- The student has met all requirements of the U.K. Graduate School and satisfactorily completed the majority of required coursework (except for internship and dissertation credits) contained in their approved plan of study.

Dissertation Proposal

Unless otherwise exempted by the advisory committee due to special circumstances, ***the doctoral candidate must present a satisfactory dissertation proposal to the advisory committee prior to beginning the internship experience. However, it is strongly encouraged that students pass their proposal prior to APPLYING for internship.*** Guidelines for planning and submitting the dissertation proposal and for writing the dissertation are available from the student’s major professor as well as on the departmental website. Note that the school psychology program offers a multiple-manuscripts option in lieu of the traditional dissertation format. The traditional dissertation format typically includes five chapters focused on a single study (Ch.1: Introduction and Statement of the Problem; Ch.2: Comprehensive Literature Review; Ch.3: Method; Ch.4: Results; Ch.5: Discussion and Conclusions). The multiple manuscripts format also typically includes five chapters reflecting a common focus. Three of these chapters, a comprehensive literature review and two standalone empirical studies, will be written in a format suitable for journal submission (e.g., Ch. 1: Introduction, Ch. 2: Comprehensive Literature Review, Ch. 3: Study 1, Ch. 4: Study 2, Ch. 5: Synthesis of Findings and Discussion). The student's previous empirical work can provide a basis for conducting the dissertation studies but may not be used to replace the dissertation studies. Examples of successful multiple manuscript dissertations are available online.

Dissertation Defense

Certain steps must be followed in preparing to defend the dissertation. Guidelines are provided on the School Psychology program website.

Time Limit for Completion of Ph.D. Degree

In April of 1992, the Graduate Faculty and the University of Kentucky Senate approved the following policy for the time limit for completion of the doctoral degree:

“All degree requirements for the doctorate must be completed within five years following the semester in which the candidate successfully completes the qualifying examinations. In the event that all degree requirements are not met during the five-year period, degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted such an extension by the Graduate Council. Requests will be considered only upon written recommendation of the appropriate Director of Graduate Studies after the candidate has again successfully completed the qualifying examination process as currently administered by the program. (Note: Failure to pass the re-examination indicates the termination of degree candidacy. A second re-examination is not permitted). An extension for no more than five years may be granted. After a total of ten years from the first successful qualifying examination, students will no longer be considered degree candidates and no further extensions will be considered.”

V. ADDITIONAL INFORMATION

Provisional and Standard Certification through EPSB

Students are eligible for the Provisional Certificate after 48 credit hours completed and passage of PRAXIS-II examination in School Psychology. 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 66 hour curriculum including six credit hours of internship, completion of Ed.S. internship and Oral Exam and passage of PRAXIS-II 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.*)

Program Administrative and 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) as well as on our website under “Funding Opportunities” (<http://education.uky.edu/EDP/content/edp-funding-opportunities>). 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, as well as on our website under “Funding Opportunities” (<http://education.uky.edu/EDP/content/edp-funding-opportunities>). 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 list of potential placements for assistantships are 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:
<http://www.gradschool.uky.edu/StudentFunding/funding.html>
- J) Kentucky Graduate Scholarship---see grad school for details (out-of-state students only).

Program Communications

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

Program newsletters. The School Psychology Program creates and posts Program Newsletters three times per year (i.e., Fall, Spring, Summer) 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.

‘Important Program Dates’ Document. At the onset of every semester, faculty develop and post a document with important program dates, such as Preliminary 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 Calendar." Students are responsible for checking these deadlines carefully, as many occur quite early in the semester. All students currently enrolled who plan to continue their enrollment at UK the following semester are required to preregister. Newly admitted students (including students who have been on leave) may preregister if admitted before the following (approximate) dates each semester: Spring – November 1, Summer – April 1, and Fall – July 15. Registration takes place online via <http://myuk.uky.edu>. Students do not need a permit from the department or their Advisory Committee to register. Additional information is available from the Office of the Registrar (<http://www.uky.edu/Registrar/>).

Writing Style Guidelines

All work completed for School Psychology classes, unless otherwise specified, should conform to the writing guidelines of the latest publication of the American Psychology Association. Likewise, all projects, papers, theses, and dissertations completed in fulfillment of degree requirements in the department should follow APA style and should be prepared according to University of Kentucky Graduate School guidelines EPAC Handbook – March 9, 2009 (<http://www.research.uky.edu/gs/thesdissprep.html/>). School psychology graduate students are strongly encouraged to purchase the *Publication Manual of the American Psychological Association, Sixth Edition* (2009) during their first semester of study to assist them with their writing throughout their course of study.

Scholarly Community and Professional Decorum

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

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

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

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 his or her 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 diversity and our social justice mission---diversity in characteristics such as age, gender, race, culture, background, physical ability, size, sexual orientation, religious preferences, etc., as well as diversity in opinion and experience will be honored at all times. We are dedicated to creating an educational environment that respects and honors diversity and 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 himself/herself 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, 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, she or he 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 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 Phyllis Mosman (p.mosman@uky.edu). All students are required to have an 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 before being allowed to proceed with a study. This course is available online through the Office of Institutional Research (<http://www.research.uky.edu/ori/>). Any student conducting research directly or indirectly with human subjects must first have the study approved by the University of Kentucky Institutional Review Board (IRB). Students should check with the Office of Research Integrity and their major professor for details about the IRB submission. Students should plan ahead for possible IRB delays, which can sometimes take several months.

Career Guidance

Doctoral 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 18–housed here, as well as the major journals in education and in counseling psychology (as opposed to other branches of psychology, which will not be found here). There are several copying machines available. Students are encouraged to make an appointment with one of the librarians for an orientation to the Education Library and its many services. W. T. Young Library, located on the main campus, houses the greatest number of journals and books in the field of psychology. The Medical Library, located in the Medical Center, contains medical, psychiatric, and physiological journals.

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

VI. POLICIES AND PROCEDURES

Student Code of Conduct

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

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 Due Process and Grievance Procedure

Prior to invoking the procedures described below, the student is strongly encouraged—but not required—to address the grievance with the person alleged to have caused the grievance. This discussion should be held as soon as the student becomes aware of the incident that caused the grievance. The student may wish to present his or her grievance in writing to the person who is allegedly responsible for the grievance. In either case, the person alleged to have caused the grievance must respond to the student promptly, either orally or in writing.

Initial Review: If a student decides not to present his or her grievance to the person alleged to have caused the grievance or if the student is not satisfied with the response, he or she may present the grievance in writing to the Director of the Program. Any such written grievance must be received by the Director no later than thirty calendar days after the student first became aware of the facts which gave rise to the grievance (If the grievance is against the Director of the Program, the student should address his or her grievance to the next level director—1. The Director of Graduate Studies; 2. Department Chair; 3. The Dean of the College; and 4. The University Ombud – see <http://www.uky.edu/Ombud/>). The Director of the Program will conduct an informal investigation as needed to resolve any factual inconsistencies.

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

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

Any verbal or written complaints filed by a student in the grievance process will be kept confidential. All complaints will be maintained via a complaint log consistent with the APA Commission on Accreditation’s recommendations presented in Implementing Regulation C-12-Program Record Keeping on Complaints and Grievances. 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 and Procedures

Students are expected to show the highest professional standards during their coursework activities as well as during practicum and internship experiences and acceptable achievement of content skills throughout the program. Specifically, students are expected to demonstrate professional behavior that is consistent with the professional standards outlined by the American Psychological Association and the National Association of School Psychologists. When it appears that a candidate is seriously lacking in meeting these expectations, a request may be made by faculty, the school or clinical supervisor, or by the university supervisor to terminate the candidate and remove him/her from the program. Reasons for dismissal from the doctoral

program may include, but are not limited to, the following:

- Lack of responsibility in fulfilling program requirements such as:
 - Grade of C that has not been corrected
 - Failure after third attempt on preliminary exam
 - Failure on qualifying exam
 - Failure on research portfolio
 - Failure to complete dissertation within five (5) years after passing qualifying exam
- 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

Depending on the specific reason, a student may receive (a) a letter of probation, (b) a formal written notification of the program's intent to terminate the student and to outline steps to remain in good standing, if possible, with the program, or (c) a formal termination letter. If a student is placed on probation, the letter of probation will describe what steps are necessary for removal from probation. If a student receives an intent to terminate letter, the letter will outline steps needed to prevent termination from the program.

Graduate School Policies and Bulletin

Students enrolled in the doctoral program are also governed by policies and procedures of the Graduate School. Students should access and read the Graduate School Bulletin, which is accessible on-line via: <http://gradschool.uky.edu/graduate-school-bulletin>