



FORT HAYS STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Forward thinking. World ready.

School Psychology Graduate Candidate Handbook

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Application Materials and Procedures

Admission requirements and acceptance decisions to the school psychology graduate program (for the M.S. and then the Ed.S. degrees) are provided here. Acceptance is determined by the psychology department faculty. Decisions are based on the applicant's past academic achievement, experiences, and attributes appropriate for a career as a professional school psychologist; including commitment and ability to work effectively with children/youth and adults, and necessary to demonstrate professional and interpersonal essential functions. Previous experience in training and work with children is helpful (e.g., educator, mental health professional, youth services work, volunteer work in community with child/youth activities or as a camp counselor).

Effective January 1, 2021, all first-time applicants to the FHSU School Psychology Program must apply at the M.S. level. If upon acceptance and review of transcripts, the committee believes that a candidate may be qualified to begin at the Ed.S. level, the committee will request that the applicant provide relevant syllabi to review for equivalencies of coursework to make a determination regarding possible entry at the Ed.S. level.

Applicants are expected to describe a commitment to complete both the Masters and Ed.S. programs (66 total credit hours, required for provisional licensure/certification - including 600 hours of supervised practicum experience, and followed by a 1200 hour supervised internship). The M.S. and Ed.S. degree programs have separate application and acceptance processes. Required components of both degrees are necessary to complete the program, to obtain licensure/certification as a school psychologist. Requirements and required application forms are provided at <http://www.fhsu.edu/psych/school-psychology/>.

The FHSU school psychology program follows a cohort science-practitioner model. Currently, admittance into the program is established for a Fall cohort start date. A completed application should be submitted to the FHSU Graduate School by March 15, for priority consideration of acceptance into the following academic Fall Semester.

Courses may be considered from another university, or previously from FHSU, however no more than 6 hours can be transferred for the M.S. degree or for the Ed.S. degree. Courses that were applied toward a degree cannot be transferred.

Transcripts and review of course syllabi can be completed to determine equivalent courses from another university that may either be transferred in, or that may be waived in the program of study and replaced with an elective course approved by the advisor, and with recency of completion of core courses within the past 3 years for the following courses: PSY 840 and PSY 880 in MS, and all PSY courses in EdS.

Masters in Psychology (School) degree (M.S.):

Effective January 1, 2021, all first-time applicants to the FHSU School Psychology Program must apply at the M.S. level.

Acceptance to the Masters in Psychology (School) degree program (M.S.) is determined by the psychology department faculty, taking into consideration a review of the following items as evidence of probable success:

1. Exam scores on the Graduate Record Exam (GRE) or Miller's Analogy Test (MAT), current within the past 5 years.

2. A personal statement.
3. Response to two vignettes.
4. Grade Point Average: The applicant must have an undergraduate GPA of 3.0 on a 4.0 scale.
5. Official transcripts are required from each college attended.
6. Vita
7. Recommendation letters from two references who know the applicant well and can provide information used to evaluate the applicant's likelihood of being successful to complete the program.
8. Background coursework in psychology (12 hours minimum, a 3 credit hour research or statistics course in any area).
9. Successful completion of a background check after acceptance to the program.

The application requirements provide documentation used by the psychology department faculty in making decisions for acceptance, given the rigorous program expectations and the large number of applications received for the limited number in each cohort that we can accommodate. The psychology department faculty makes decisions on complete applications, selecting top applicants for acceptance. Decisions take into consideration all of the required materials (GRE or MAT scores, transcripts and GPA, letters of recommendation, personal statement, answers to the interview questions, the required 12 hours of psychology courses and a research or statistics course). Information about the program application process and the forms is provided at <http://www.fhsu.edu/psych/school-psychology/>

Required application materials should be submitted to the FHSU graduate school, for the online application and additional forms required by the psychology department.

<https://www.fhsu.edu/academic/gradschl/apply/>

Education Specialist Degree in School Psychology (Ed.S.):

Candidates who are in their final semester of the M.S. Psychology School program at FHSU, must apply for acceptance for the Ed.S. Degree in School Psychology. Effective January 1, 2021, all first-time applicants to the FHSU School Psychology Program must apply at the M.S. level.

Information about the program application process and the forms is provided at <http://www.fhsu.edu/psych/school-psychology/>

Required application materials should be submitted to the FHSU graduate school, for the online application and additional forms required by the psychology department.

<https://www.fhsu.edu/academic/gradschl/apply/>

The requirements below are minimum requirements for consideration of admission. Admission to the Ed.S. program is competitive; therefore, meeting the minimum requirements does not guarantee admission to the program. All applicants must apply for admission to the Ed.S. program.

1. Two professional letters of recommendation (one from someone who can attest to competency, ethics, and ability to complete the Ed.S. coursework and internship; one from someone who has supervised the applicant in a group activity in a work or academic setting)
 - Applicant should advise their letter writers to include with the written recommendations:
 - cover letter addressing the applicant's: (1) work ethic, (2) assessment skills, (3) professional ethics, (4) competency, and (5) ability to manage professional relationships
 - Provide a specific example of a difficult situation you have observed the applicant deal with effectively
 - [**Complete the interpersonal interactions rating table**](#)

3.0 GPA undergraduate coursework, and 3.25 GPA in graduate coursework
No C or lower in graduate coursework (exception is C in statistics course)

Master's degree in psychology or a program of studies that is substantially equivalent to the coursework requirements of the FHSU, MS concentration in School Psychology, including documentation of oral or written comprehensive exams. A secondary option to comprehensive exams is to provide scores from designated sections of the EPPP psychology exam.

If courses equivalent to the FHSU PSY 840 Appraisal of Children and PSY 880 Methods in School Psychology have not been taken within the past 3 years, they will need to be taken as a condition of admittance.

GRE or MAT (scores in the past five years prior to your date of admission)

Transcripts

Vita

Successful completion of background check

Personal Statement (see supplemental material) including:

- Statement of goals for the Ed.S. program and future plans as a school psychologist
- Other information the applicant would like us to know, which may provide the admissions committee with a more detailed picture of the applicant's qualities

Responses to vignette scenario questions (see supplemental material) [Ed.S. Statements](#)

Overview of School Psychology Program Requirements

Program Completion

Candidates will select a course track with advisement from their program advisor and maintain continuous enrollment in selected course track each semester. Candidates will maintain continuous enrollment upon completion of M.S. degree as they begin the Ed.S. Program.

Candidates have a maximum of three years to complete the M.S. program and three years to complete the Ed.S. program.

Course Structure

Candidates in the online program will be required to attend one week of on-campus instruction when enrolled in PSY 840 Appraisal of Children. This is the only on-campus attendance that is required in the online program. On-campus housing will be available to candidates during their week stay. Additional costs associated with travel expenses (i.e., rental car, airfare, food) will be the responsibility of the candidate. Please note, candidates can choose not to stay in on-campus housing, but the costs incurred to the candidate for week-long hotel stay will be the responsibility of the candidate. Select courses, PSY 895 and 984, in the Ed.S. require synchronous meeting requirements using technology to connect via computer camera and microphone which is facilitated by the university instructor/supervisor.

Background Check

Upon acceptance into the program you must provide evidence of a comprehensive background check, per KSDE and FHSU policy and for field experience in a school setting. The verification will be submitted to the Department of Psychology through Validity Screening. Candidates that currently work in a school system or other provider of services to children/youth or vulnerable populations, must complete a background check as part of the application process. The recommended scope of the background check is:

- Social Security Number trace
- Criminal records in all country/state jurisdiction search for a seven-year address history period
- Combine LIG/GSA report
- KCPD alert two system
- Multi-state sex offender registry
- Work verification for the last employer

If concerns are found that are evident from the background check, the following will be taken into consideration prior to admittance to the program:

- a) The nature and seriousness of the conduct
- b) The extent to which filed experience or a practicum may offer an opportunity to engage in conduct of a similar type that results in the charge
- c) The time elapsed since the charge
- d) The age of the person at the time of the conduct resulting in the charge
- e) The number of incidents of improper conduct
- f) Discharge from probation, pardon or expungement.

Review of the Check

The School Psychology Committee will review the background check to determine whether any prior conduct or charges revealed therein raises serious questions as to the appropriateness of the applicant to teach or work in a school setting. This is the department's decision alone, and a decision clearing the applicant for admission to the program does not guarantee future licensure or employability, and future licensing agencies and/or employers may reach different conclusions based on the same background information.

In the event that an applicant is denied entry into a program as a result of the background check, the School Psychology Committee will provide in writing to the applicant an initial determination, which will include the basis upon which the determination was made. An appeal of the decision may be made by following the University's Policy Regarding Criminal Background Checks for Students Engaging in Clinicals. <https://www.fhsu.edu/policies/student-affairs/>

GPA Requirement for Licensure and Program Completion

The M.S./Ed.S. program in school psychology leads to licensure in Kansas. To apply for provisional licensure and enroll in internship within the State of Kansas, candidates must have an average GPA of 3.25 in their Ed.S. program.

Candidates located outside of Kansas are directed to this url containing information for all states http://www.nasponline.org/certification/state_info_list.aspx.

Any candidate whose graduate program GPA drops below 3.25 will be placed on probation and allowed one semester to achieve an overall 3.25 GPA in program courses.

Any candidate who obtains the grade of C or below in any course other than PSY 850 will be asked to take the course a second time and obtain a grade of B or better, or will be dismissed from the program. University policies provide for the option to appeal a grade.

Candidate Fees

After acceptance to the School Psychology graduate program, candidates will be required to complete a background check. Candidates will be expected to complete the background check prior to beginning program coursework. Background checks can be completed through Validity Screening Solutions at the expense of the candidate. International applicants will need to pay the additional cost, if necessary, to have an international criminal verification run. See page 6 for additional information.

As part of the graduate coursework, candidates can expect to pay various fees directly associated with specific graduate classes. PSY 840 Appraisal of Children requires the purchase of assessment protocols

which will be used in the course. Candidates can expect to pay \$30 to \$40 dollars for the required assessment protocols.

In addition, Candidates are required annually to be members of the National Association of School Psychologists (NASP). This membership will allow candidates to access numerous resources required in courses, to purchase some required texts at a discount rate, and to obtain Professional Liability Insurance at a discounted rate. Candidates admitted to the program are required to have liability insurance prior to beginning their practicum experience, and again during the internship. Please visit the NASP website <http://www.nasponline.org/> regarding pricing information about candidate membership and professional liability insurance. A certificate of insurance will need to be submitted to the university to verify insurance has been obtained.

Candidates admitted to the school psychology graduate program will be required to take the School Psychology Praxis (5402/5403) exam. Candidates who are accepted to the program can expect to take this exam the last semester of their Ed.S. program. For further information, please review the Praxis website <https://www.ets.org/praxis>.

Candidates that have successfully completed all the program requirements and are preparing to graduate will be expected to pay a graduation fee to Fort Hays State University. Further information can be obtained from the Graduate School.

Eligibility Requirements Prior to Internship

This provides an overview of what is required before a candidate may pursue internship, necessary for licensing, accreditation and quality control, including the process for enrollment in internship, the basic parameters and structure of internship field experiences, and a brief overview of products/assignments the intern will provide to document that standards have been met satisfactorily.

Ed.S. degree requirements must be completed with: an overall GPA of 3.25, and no grades below B (with exception of PSY 850); satisfactory practicum field experience of a minimum of 600 logged hours; other related products are submitted; assessments including satisfactory practicum field supervisor evaluation and the Praxis required score are obtained; satisfactory professional and interpersonal essential functions have been demonstrated; and degree analysis validates that the Ed.S. will be awarded at the end of the semester. The candidate then meets with the advisor, for approval of enrollment in the internship for the following semester. The candidate should complete, simultaneously with this, the process of application and approval for a provisional license. Each state provides licensure or certification for school psychology, either from a state education agency and/or a state mental and behavioral health agency. We prepare candidates to meet the requirements of the Kansas State Department of Education (KSDE), upon completion of the Ed.S. requirements. You may investigate state school psychology credentialing requirement information from your state agency at

<http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

Comprehensive Examination

All graduate candidates in the psychology graduate program at Fort Hays State University must pass the Comprehensive Examination as part of their requirements for graduation, for both the M.S. and the Ed.S. degrees. The department considers the Comprehensive Examination a crucial aspect of each graduate candidate's education, and expects high quality performance on this examination. The Comprehensive Examination is not a series of examinations of separate content areas. Instead, unlike a final examination in a course, the Comprehensive Examination requires candidates to synthesize and integrate material from diverse areas of psychology. This synthesis and integration requires preparation beyond mere coursework. In order to recognize the complexity of behavior, psychology candidates take courses in the various branches of psychology. The Comprehensive Examination enables candidates to demonstrate

their knowledge of the varied causes of behavior and the processes of influence of a specific area on behavior. The organization of information in preparation for the Comprehensive Examination should provide the candidates with an overview of all branches of psychology. If the comprehensive exam requires a fee, payment is the responsibility of the candidate.

The Psychology Department and School Psychology graduate program faculty recognize that the rigorous science-practitioner academic program and course outcomes require our commitment to preparation of and providing assistance and constructive feedback to each candidate. We promote opportunities for candidate success, as faculty guide and mentor candidates through the M.S. and Ed.S. degree program requirements, support and assess candidates to assimilate, synthesize, and integrate knowledge and skills from courses in applied situations and in comprehensive exams, foster professional and interpersonal essential functions, and promote affiliation with the profession of school psychology. The practicum and intern field experiences provide the critical opportunity for practical application of acquired knowledge and skills, providing supervision from university faculty and the field supervising school psychologist. The profession of school psychology requires a quality standard of practice, as high stakes decisions with life altering consequences are made, based on a school psychologist's application of knowledge and skills in practice. Reference pages 8-11 for more detailed information.

Faculty and Departmental Support

The entire graduate program is oriented toward a focused education in school psychology. The progress of each candidate in the program will be followed by the Department Chair and the Psychology Graduate Faculty.

The Department of Psychology emphasizes that each graduate candidate should consider the various parts of the program (courses, practicum and internship, comprehensive examination, portfolio, etc.) as entities contributing to the total graduate program, not just as ends in themselves. The Department also emphasizes that the candidate needs to spend concentrated time and effort in order to complete the graduate program. The candidate needs to be actively involved in the graduate program with the cohort in order to maximize the benefits of graduate training.

Two faculty members play crucial roles in the progress and success of a candidate's graduate program:

PROGRAM ADVISOR: You will be assigned a program advisor upon admission into the school psychology program at FHSU.

The program should provide as much breadth as possible in the basic subject areas in psychology, within the requirements of the candidate's specific program. It is understood that the Program Advisor and the candidate will consult the Psychology Faculty on the program if necessary. Copies of the degree program will be prepared by the Program Advisor and distributed to the candidate, Program Advisor, Department Chair, and Graduate School Dean.

and:

PORTFOLIO ADVISOR: The Portfolio Advisor is the instructor for the Portfolio course, enrolled in over two semesters concurrent with completing the practicum.

or:

THESIS ADVISOR (ONLY AVAILABLE FOR ON-CAMPUS candidates): The Thesis Advisor will be chosen by the candidate and will serve as chair of the candidate's thesis committee. This person can be any member of the Psychology Faculty who is a member of the Graduate Faculty, and who is interested in and well prepared in the area of the candidate's interest and willing to work with the candidate.

Program Obligations of Candidates

It is the responsibility of the candidate to maintain contact with the Graduate School Dean, the Department Chair, Graduate Program Advisor, and Thesis/Portfolio Advisor regarding progress toward the degree. It is also the responsibility of the candidate to:

1. Sign a program contract upon acceptance to the M.S. and then the Ed.S., indicating an understanding of the program requirements, expectation of candidate to make progress in the program, enroll each semester, and have commitment to complete the program with your cohort.
2. Carefully read and follow the Graduate School policies in the University Catalog.
3. Enroll in the correct coursework at the recommended time.
4. Meet with the Program Advisor to plan a program before the end of the first semester of graduate study.
5. If deficiencies were specified on admission to graduate study, see that those deficiencies are completed.
6. School Psychology candidates should choose between the School Psychology Portfolio or Thesis option (thesis option available to campus candidates). Discussion with advisor or other faculty is encouraged.
7. As applicable, choose a Thesis topic and Thesis Advisor as early as possible and inform the Program Advisor and department secretary of the Thesis Advisor's name. The candidate will consult with the Thesis Advisor concerning the selection of members of the Committee.
8. Satisfy the requirements for admission to candidacy (see below).
9. Sign-up at the proper time for the Comprehensive Examination with the graduate school.
10. Take the Comprehensive Examination at the proper time(s). If the comprehensive exam requires a fee, payment is the responsibility of the candidate.
11. (Thesis track only) Once the candidate has been admitted to Candidacy and has developed an acceptable Thesis prospectus, the candidate will schedule a prospectus meeting. The candidate will provide a copy of the Thesis prospectus to each member of the committee at least SEVEN DAYS PRIOR TO THE PROSPECTUS MEETING. The candidate will also request that the Department Secretary send electronic memos to each member of the Psychology Faculty inviting the members to attend the prospectus meeting.
12. (Thesis track only) Submit a thesis title to the Graduate School Dean at the beginning of the semester or summer session that graduation is expected, or no later than the deadline established by the Graduate School.
13. Schedule an oral examination with the Thesis or Portfolio Committee when the requirements are met for such a meeting (See Oral Examination Section). A two hour time block should be set aside for the oral examination. Each member of the Thesis or Portfolio Committee will be informed of the meeting and given a copy of the Thesis or Portfolio AT LEAST SEVEN DAYS PRIOR TO THE ORAL EXAMINATION. It is also the candidate's responsibility to contact the Psychology

Department Secretary AT LEAST FIVE DAYS prior to the oral examination and request an electronic memo be sent to each member of the Psychology Faculty inviting the members to attend the meeting. It is a departmental policy to NOT schedule oral examinations within one week of the deadline for turning a thesis/portfolio to the Graduate School. It is the candidate's responsibility to complete the project with adequate time remaining for revisions and corrections.

14. The examination report sheet for the oral examination will be submitted by the thesis or portfolio chair to the Graduate School (See Oral Examination Section).
15. (Thesis track only) Submit final copy of the thesis to the Graduate School (See Thesis Section).
16. File an "Intent to Graduate" form in the Graduate School office before the deadline for the semester in which graduation is expected.
17. Candidates will select a course track with advisement from their program advisor and maintain continuous enrollment in selected course track each semester. Candidates will maintain
18. Candidates have a maximum of three years to complete the M.S. program and three years to complete the Ed.S. program.
19. Keep all textbooks, course notes, materials, and syllabi – to prepare and study for comprehensive exams, to use in developing your professional portfolio, to support you during practicum and internship experience and to reference as a professional school psychologist.
20. Requirement to purchase professional liability insurance for practicum experience and internship.

The Masters Comprehensive Exams for Psychology (School)

The FHSU Graduate School requires comprehensive examination for each graduate degree. “Each applicant for a graduate degree must satisfactorily pass a comprehensive examination over the subject fields of the program. The comprehensive examination is not merely a re-examination of materials covered in coursework, but it is a test of the graduate degree candidate's ability to integrate materials from the graduate major and any related or supporting fields.”

<http://www.fhsu.edu/academic/gradschl/comps/>

The Masters Comprehensive examination meets proficiencies for FHSU Graduate School Learner Outcome #1: Each graduate student will demonstrate advanced disciplinary knowledge, skills, and abilities - as measured on the comprehensive examination.

All candidates in the school psychology graduate program at Fort Hays State University must pass the Comprehensive Examination as part of their requirements for graduation. The department considers the Comprehensive Examination a crucial aspect of each candidate's education, and expects high quality performance on the examination.

The Comprehensive Examination is not a series of examinations of separate content areas. Instead, unlike a final examination in a course, the Comprehensive Examination requires candidates to synthesize and integrate material from diverse areas of psychology. This synthesis and integrations requires preparation beyond mere coursework. In order to recognize the complexity of behavior, candidates take courses in the various branches of psychology. The Comprehensive Examination enables candidates to demonstrate their knowledge of the varied causes of behavior and the processes of influence of a specific area on

behavior. The organization of information in preparation for the Comprehensive Examination should provide candidates with an overview of all branches of psychology.

The Psychology Department faculty and the School Psychology Committee are committed to preparation of and providing assistance and constructive feedback to each graduate candidate, to assist each in the potential to complete required courses and other program requirements. Department faculty advance the rigorous academic program by requiring knowledge and skill outcomes, assimilation, synthesis and integration of information in applied situations, and promotion of professional and interpersonal essential functions. The profession of school psychology requires a quality standard of practice, as high stakes decisions with life altering consequences are made for children/youth, based on a school psychologist's application of knowledge and skills in practice.

The Comprehensive Examination spans all required program courses and is designed to demonstrate mastery and application of knowledge learned within the M.S. program, integrating and synthesizing all applicable course concepts and knowledge into each response to the questions. This synthesis and integration requires preparation beyond mere coursework.

In preparation for comprehensive exams, candidates are encouraged to review all required M.S. course material (e.g. textbooks and additional course readings, papers and test completed during courses, PowerPoints and other course materials) and may contact instructors to ask questions about course content.

The Comprehensive Examination requires synthesis and integrative thinking skills that may be challenging for some students who may have performed well in their graduate courses. Although school psychology M.S. courses have assignment applications requiring synthesis and integration of knowledge, the Comprehensive Examination requires broader expectations and skill sets encompassing applications for synthesis and integration of knowledge from all of the courses, as differentiated from meeting expectations of an individual course. The Comprehensive Examination is designed to require assimilation, synthesis, and integration of knowledge and skills necessary to applications in practical situations.

When enrolling in the last semester of the M.S. program, candidates submit intent to graduate and sign up for comprehensive written exams. The school psychology M.S. Comprehensive Examination is essay written format, taken in online platform (4 hours a day, over two consecutive days), during the last semester (Fall, Spring, or Summer) the candidate is completing the M.S. coursework. Exam questions are written by members of the School Psychology Committee, covering learning objectives/outcomes from required courses in the Master's school psychology program, and requires synthesis and integration with an application focus. The candidate must pass all sections of the examination, as a requirement for completion of the M.S. degree.

Candidates who anticipate graduation in the summer term must complete comprehensive exams after the summer term has ended and before the fall semester has begun.

To complete the M.S. School Program, students will take the School Specialty Exam which includes:

- a) The evaluation of Case Studies, appropriate to the School program (4 hours),
- b) A Specialty Area including Ethics (2 hours), and
- c) A Methodology Area appropriate to the School program (2 hours).

Satisfactory performance on both sections (Methodology; and Case Studies and Specialty Area) of this examination is a requirement for a graduate degree. Candidates who do not perform satisfactorily can retake the examination section at the next regularly scheduled examination period. Candidates may

choose to appeal the decision, following the Graduate School Appeals Policy and completing a form.

<https://www.fhsu.edu/academic/gradschl/current-students/>

A Comprehensive Examination can be attempted two times without petition. If the examination is failed a second time the candidate must petition the Psychology Graduate Faculty for permission to retake the examination a third time. Petitions must be submitted six weeks prior to the examination date. The petitioning candidate must present a detailed plan of study. If the Department Faculty, after review, feels the candidate is capable of appropriate preparation, the Faculty may grant the petition to attempt the examination for a third and final time. Students have two years from the time they first attempt the Comprehensive Examination to successfully pass the examination.

Examinees will either complete the comprehensive examination on campus, or join in a virtual format. Those off campus will connect by computer to the virtual format, using a web link and their computer webcam and microphone. The essay questions will be answered in word documents that are saved to the computer and then submitted in a Blackboard assignment format. During the exam, technology support will be available to troubleshoot problems. A member of the School Psychology Committee will be connected to examinees to monitor students via webcam during the exam time, to respond to any issues and to assure completion of responses without accessing books, notes or other sources.

Comprehensive Examination Grading. To assure blind scoring by members of the School Psychology committee, candidates will submit responses, using a 5-digit code rather than name, which the psychology department administrative assistant assigns to each candidate. The psychology department administrative assistant will then access the completed exam responses submitted digitally, deidentify the digital documents, and provide access to the deidentified digital documents to each of the school psychology committee members. Both sections (Methodology, and Case Studies and Specialty Area) will be read independently by each member of the school psychology committee to independently score, using rubrics. Ratings on the sections are not to be comparative within the group of students taking the exam. Scoring is not relative to the best or worst answers for a given year nor is there a curve or quota for the percentages of students who pass or fail. The standard is the faculty's judgment, referencing the rubrics, of the expected performance of a candidate to integrate and synthesize concepts, as they near completion of the Masters program of graduate study in psychology.

The school psychology committee members will then meet, review rubric scores and comments each reader has independently noted, to arrive at agreement and a decision concerning the recommendation to pass, pass with remediation, or fail on each of the two sections for each candidate. Remediation is considered only if responses are technically accurate (e.g., there are no inaccuracies) but there are minimal points in one or two questions (not in a full section, or more than one section) that require a candidate to provide additional detail. After reaching agreement, the candidate number code is matched to each candidate's name, revealing identities. After candidate number codes are matched to each candidate, the school psychology program director will utilize anti-plagiarism software (SafeAssign) to assess all submitted responses for plagiarism. Any indication of plagiarism on a student's submitted comprehensive exams may result in a committee decision of fail for the comprehensive exam containing plagiarized information. More information about FHSU's Academic Honesty Policy can be found at http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/.

The committee will make their recommendations to the Psychology Department. Candidates will be notified of the decision by the Chair of the Comprehensive Exam, providing the decision and the rubric scoring feedback. If remediation is necessary, the candidate will be requested to complete the remediation in a specified time frame. The decision will be communicated to the Graduate School Dean. The Dean of the Graduate School will provide official notification by letter of the decision concerning their performance on the Comprehensive Examination. Candidates may choose to appeal the decision, following the Graduate School Appeals Policy and completing a form.

<https://www.fhsu.edu/academic/gradschl/current-students/>

The Ed.S. Comprehensive Exam for School Psychology

The FHSU Graduate School requires comprehensive examination for each graduate degree. “Each applicant for a graduate degree must satisfactorily pass a comprehensive examination over the subject fields of the program. The comprehensive examination is not merely a re-examination of materials covered in coursework, but it is a test of the graduate degree candidate's ability to integrate materials from the graduate major and any related or supporting fields.”

<http://www.fhsu.edu/academic/gradschl/comps/>

The **ETS Praxis 5402/5403 exam** meets proficiencies for FHSU Graduate School Learner Outcome #1: Each graduate student will demonstrate advanced disciplinary knowledge, skills, and abilities - as measured on the comprehensive examination.

The Praxis School Psychologist exam #5402 measures whether entry-level school psychologists have minimum acceptable competency (knowledge) for professional practice. **The Praxis #5402 exam will be available through August 31, 2023.** A passing score on this exam is 147 or higher.

The Praxis School Psychologist exam **#5403 will be available beginning September 1, 2022.** This updated version is designed to align with the NASP 2020 Professional Standards. On this version of the exam, a passing score is 155 or higher.

Individuals taking the exam between September 1, 2022 and August 31, 2023 have the option to select which version to take.

The ETS Praxis 5402/5403 exam is administered at college/university test centers in an online format, covering school psychology and special education concepts and is aligned with NASP’s 2010/2020 standards and 10 domains of practice. Determining the best answer to each question is required, using knowledge from courses in the M.S. program and the Ed.S. program. Students are encouraged to consider taking the Praxis in the last semester of the Ed.S., in February or March, as coursework is being completed and knowledge from courses has been applied in practicum experiences.

A minimum score of 147 on ETS Praxis 5402 or a minimum score of 155 on ETS Praxis is required for provisional licensure as a specialist in school psychology from the Kansas State Department of Education (KSDE), necessary to complete the supervised one-year internship of 1,200 hours, and then to apply for full licensure.

The Praxis questions address four content categories:

- I. Professional Practices, Practices that Permeate All Aspects of Service Delivery
- II. Direct and Indirect Services for Children Families, and Schools (Student-Level Services)
- III. Direct and Indirect Services for Children Families and Schools (Systems-Level Services)
- IV. Foundations of School Psychological Service Delivery

To obtain additional information in preparing for the 5402 Praxis see:

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

To obtain additional information in preparing for the 5403 Praxis see:

<https://www.ets.org/praxis/prepare/materials/5403>

Practicum and Internship Field Placement Considerations

A primary consideration in a practicum and intern placement is the adequacy and eligibility of a school system as a training site. The following considerations provide general criteria for practicum and intern placement:

There should be one individual in the school district/cooperative directly responsible for the supervision of the candidate. The on-site field supervisor shall be responsible for no more than two (2) interns or practicum candidates. This person should be a licensed/certified school psychologist with three or more years of experience excluding internship. The School Psychology Program committee must approve the supervising field school psychologist. It is the responsibility of the participating field supervisor to present:

- A brief vita of training and experience, and
- Documentation of licensure/certification in the state where practicum or internship is completed.

The documents must be provided no later than the orientation/MOA meeting at the beginning of the field placement, and will be kept on file with the University supervisor.

The field supervisor, candidate, and the school administrator responsible for special education services must each be provided with a copy of the course syllabus, the Kansas State Department of Education standards for school psychology, and the Memorandum of Agreement (MOA) for signature by the university supervisor, the field supervising school psychologist, the candidate, and the local education agency administrator. The requirements and standards within all three documents will be reviewed by the university supervisor with all parties, who will agree on the practicum or internship agreement that the candidate will be provided a commensurate experience. The responsibilities of all parties are defined in these documents.

Although the specific terms vary, both within and across local education agencies, the following policies are observed for practicum and internship field experiences:

1. The practicum and the internship field experiences are completed during the regular academic year (Fall/Spring).
2. Candidates will meet all eligibility requirements of the School Psychology Program field placement before beginning; including requirements of liability insurance, background check at the level required by the field site, and membership in NASP.
3. Candidates will be placed with an experienced field supervisor, a school psychologist who holds full licensure, and has three or more years of experience, excluding internship.
4. The field site supervisor has a supervisory relationship that is clearly differentiated from that of consultant or mentor.
5. If the practicum candidate completes duties for the school district or cooperative outside of the 600 hours of practicum, it is understood that such duties are not represented as practicum, and that the duties do not require credential as a school psychologist.
6. Practicum activities must not be completed in any schools where the practicum candidate may also be employed for different duties/position.
7. Candidates may not hold a full-time job concurrently with the field experience.
8. Practicum candidates will attend regularly scheduled supervision meetings, connecting in a virtual format (computer camera and microphone) with the university practicum supervisor and practicum candidates as a group, two hours synchronously each week while the university is in session.
9. A minimum of 600 logged hours in the practicum field site experience.
10. A minimum of 1200 logged hours in the internship field site (full-time for two semesters or halftime for four semesters).
11. The majority of the field experience must be completed in a school setting, during regular school hours.
12. The field experience must be completed in schools that follow U.S. education laws.
13. The Candidate must purchase professional liability insurance for both practicum and internship experiences. The following notation taken from the MOA for Practicum and Internship: *The University does not provide candidates with blanket insurance coverage for workman's compensation or for compensation insuring them against liability for actions or inaction occurring in the practicum setting. Candidates participating in the School Psychology Practicum Program must*

purchase an experiential learning policy. Coverage is available for purchase through your membership in NASP. You may obtain information about liability insurance from <http://www.nasponline.org/membership-and-community/professional-liability-insurance>

INTERNSHIP

Once the Ed.S. degree is awarded, and KSDE or the state agency responsible for licensure or certification in the state the internship will occur has granted a provisional license, the graduate should schedule an internship orientation meeting with the university internship supervisor, field supervising school psychologist, and special education administrator. This meeting may be held at the internship site, or if travel distance is a barrier this will be conducted through virtual means (e.g., Zoom Blackboard Collaborate). At this meeting with university supervisor, field supervisor, and special education administrator, explicit required parameters and expectation of internship will be defined. Once all parties agree to the structure and parameters by signing the internship Memorandum of Agreement, the field experience is eligible as internship.

A primary consideration in intern placement is the adequacy and eligibility of a school system as a training site. Refer to the previous considerations providing general criteria for practicum and intern placement.

Intern Field Site Application Process

For the employing school district or educational cooperative, the school psychology intern is viewed as a potential employee. In Kansas, this is generally a fully paid employment position, but may be a stipend in other states. Those considering an internship in Kansas can access the Kansas Education Employment Board (KEEB) state agency website where many potential employers announce positions: <http://kansasteachingjobs.com>. Details on positions and the application process varies by district/cooperative, and described at the site. Additionally, potential employers contact the university Program Director inquiring about available interns, often prior to posting an opening at the jobs website. Candidates should provide the university program director and advisor of interest in securing internships several months in advance of attempting to secure a site. Application procedures will vary across potential employers. In completing the application (usually a digital process), candidates should also update their vita and use their professional portfolio in the application process and completing interviews. The candidate's faculty advisor generally writes a letter of recommendation for candidates who are applying for internship, stating that the candidate is eligible for licensure. Other letters of recommendation should be solicited from professors and supervisors. Payment for internship is fully determined by the school district of employment. Regardless of the contract terms and reimbursement parameters, the candidate will be designated a School Psychology Intern. In Kansas, the internship placement is typically a salaried position, and the employer may provide the intern with the opportunity to continue in regular employment following the one-year internship, if work performance has been satisfactory. Once all requirements of the internship are completed satisfactorily, the candidate will apply to the state agency where they will be employed for full licensure/certification.

The National Association of School Psychologists provides additional guidance documents for preparing for and securing an internship:

<http://www.nasponline.org/resources-and-publications/school-psychology-graduate-students/graduate-student-fact-sheets>

Licensing Requirements

The candidate should complete, simultaneously with intent to graduate with Ed.S., the process of application and approval for a provisional license. Each state provides licensure or certification for school psychology, either from a state education agency and/or a state mental and behavioral health agency. We prepare candidates to meet the requirements of the Kansas State Department of Education (KSDE), upon

completion of the Ed.S. requirements. You may investigate state school psychology credentialing requirement information from your state agency at <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

It is very likely that at some point in your career you will be asked to document course content in order to be certified/licensed or provide a special service. Transcripts may not provide enough information to satisfy certifying/licensing personnel. Therefore, it is very important that you save all course documentation (e.g., copy of catalog, copies of both undergraduate and graduate syllabi). Some licensing boards require documentation (hourly logs or diaries) of practicum and internship experiences.

Professional Organizations

The School Psychology graduate program makes a concerted effort to shape life-long learners and advocates. Practicing school psychologists are continually learning and are considered to be system-change agents in their working environments. The graduate program requires candidates to become a member of the National Association of School Psychologists (NASP). This membership affords candidates a variety of options, including discounted conference rates, books, and access to a plethora of resources.

Candidates are encouraged to become members in your state organization. It is highly recommended to attend/participate annually in a professional conference or relevant local, regional state or national professional development training.

Research Requirements

Field Study (“Thesis”) (On-Campus Ed.S. Program Only)

A Field Study, which is substantially equivalent to a Thesis, may be written to meet the requirements of the On-Campus Ed.S. School Psychology Program. **This is not available for the virtual program.** The Thesis is a written report of a research (e.g., experimental, applied, or survey) project carried out by the candidate under supervision of the faculty. It is intended to be a demonstration of the candidate's understanding and skills in research, and a demonstration of an in-depth knowledge of an area of psychology. The area and general problem should be chosen by the candidate early in the graduate career. The project should be in at least the stage of advanced planning by the end of the candidate's second semester of graduate study. A Prospectus meeting should be held by the end of the Fall semester of your second year. That allows time for you to collect data during the Spring semester and complete and defend your Thesis by the deadline in May. (Refer to Steps and Proposed Timeline for Thesis/Field Study prepared by Department of Psychology, FHSU. A copy may be obtained in office.)

THESIS GUIDELINES

WHAT IS THE PURPOSE OF THE THESIS

The thesis is a written example of all your graduate work. You will be considered an expert in your field of choice. The thesis is the culmination of your graduate experience and the final display of your skills and knowledge. Specifically through the thesis process, you will demonstrate your knowledge base and your ability to understand and conduct scientific research in psychology and your specialty area. As a psychologist and scientist, you need critical thinking and writing skills, as well as knowledge of methodology and analysis. The thesis represents your ability to review literature in a specific area and synthesize complex information into a presentable body of work. The final thesis product should move the discipline forward and contribute to the field of psychology.

WHAT IS SCIENTIFIC RESEARCH?

According to The Code of Federal Regulations 45 CFR 46 Section 102 (d), “Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.”

According to Fort Hays State University, scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of Scholarly Activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.

WHAT CAN A THESIS BE (TOPICS AND METHODOLOGY)?

Any topic related to the field of psychology and to your specific area of study is an appropriate thesis topic. The thesis methodology can be quantitative or qualitative but must demonstrate your ability to synthesize knowledge and data. Some example methodologies are, but not limited to, true experiments, quasi-experiments, correlational designs, associational designs, descriptive studies, case studies, small N designs, time series, archival, multiple base-line designs, meta-analysis, and observations.

WHAT IS THE STRUCTURE AND CONTENT OF THE SECTIONS OF THE THESIS?

All APA standards must be followed, in addition to the FHSU Graduate School thesis guidelines (<http://www.fhsu.edu/academic/gradschl/current-candidates/>). The general sections for a thesis are Introduction, Methods, Results, Discussion, References, and all supplemental materials (Appendices, Vita, Table of Contents, List of Appendices, List of Figures, Abstract, and Acknowledgements).

The Introduction is a review of literature, the theoretical foundation, and your research ideas. This is a synthesis of information, NOT an annotated bibliography. The goal of the Introduction is to demonstrate your understanding and knowledge on the topic. Generally, the Introduction should contain a brief overview of the topic, the supporting literature and theory in the field, your reasoning and the logic of your hypotheses, and the actual hypotheses, as well as a discussion of why your project is unique, what the project is adding to the field, and the project's important or social significance.

The Methods section (for a Quantitative study) should contain at Prospectus the proposed participants, materials, procedure, and data analysis. At the prospectus meeting, you must provide the committee with all instruments to be used in the study. This will allow the committee to view your entire idea. At the defense, the Methods section has the same general content areas except the data analysis section. However, in the final thesis document, you must have specific details about your participants, materials (reliability and validity), and procedures.

The Results sections (for the final thesis document) should include: 1) basic descriptive information about your instruments (M, SD, N, and range); 2) any distribution extremes (outliers, skewness, kurtosis, violations of normality, etc.); 3) what was tested, how it was tested, and what was found; 4) any exploratory or supplemental data analysis; and 5) any tables or figures needed to help visually explain your findings.

The Discussion section should be a review of your hypotheses and findings but with much more description about why you found what you did and what those findings mean. The topics should relate

back to the initial literature review and theoretical foundation presented in the Introduction. Finally, the study's limitations and implication should be addressed, as well as possible future directions for the topic and methodology.

It is suggested for most cases that also included in the prospectus but not in the final document are all the necessary components of the IRB packet including, consent form, application, materials, debriefing, and any supplemental forms. This will allow the committee to ensure the methodology and ethics are appropriate for the proposed project.

WHAT ARE THE GENERAL STEPS IN THE THESIS PROCESS?

Step 1: Select topic and obtain a thesis advisor

Prior to approaching faculty members to request an advisor, you should have at least a tentative idea of what you want to study for your thesis. This will help guide you to the faculty member whose expertise is most relevant for your study. Although it is common to ask your program director to chair your thesis, this is not required. Program directors are generally not able to chair all the theses of their candidates. Also, some topics you may choose may be a better fit with other faculty members besides your director. Faculty are not required to chair theses for all candidates who ask. You may have to make more than one request to find a chair. Your thesis chair must be a member of the graduate faculty at FHSU. Not all faculty are graduate faculty. You should complete Step 1 near the beginning of your first year.

Step 2: Produce thesis prospectus, including literature review and method, and select thesis committee members

First, you work with your Thesis Advisor to create a timeline for progress (see Table 1). Then, you must gather your literature. Realize this step will take time, as you will almost always have to obtain a number of your sources through interlibrary loan. You will need to turn in a number of drafts of your literature review and method to your thesis advisor before it is approved. The exact number of drafts will vary, depending on:

1. How you and your advisor agree to work on the project (e.g., will separate sections of the lit review be turned in, or will the whole lit review be turned in at one time)
2. The quality of your drafts. Be aware that each time you turn in a draft, your thesis advisor will need a MINIMUM of a week to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you **START EARLY** and **WORK CONSISTENTLY** to complete your prospectus.

Work with your thesis advisor to select a committee. The committee should consist of two members of the FHSU psychology department, in addition to your chair (more details provided below), and one member of the FHSU graduate faculty who is not in the psychology department. It is recommended that your prospectus already be in APA style and the format required by the Graduate School (<http://www.fhsu.edu/academic/gradschl/current-candidates/>).

Step 3: Hold prospectus meeting

It is strongly recommended that you have your prospectus meeting no later than November 15th of your second year, if you wish to stay on track for a graduation in the Spring of your second year (in other words, graduating prior to the Fall semester of your third year). However, with the complexity of some projects (data collection, ethics), **THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR PROSPECTUS MEETING BETWEEN MAY 15 AND AUGUST 15. THOSE WHO WISH AN EXCEPTION TO THIS POLICY MUST PETITION THE FACULTY NO LATER THAN THE APRIL 15TH PRECEDING THE SUMMER THE PROSPECTUS MEETING IS PROPOSED TO BE HELD. ONLY IN VERY RARE INSTANCES WILL EXCEPTIONS BE GRANTED** (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT).

Once your thesis advisor has approved your thesis prospectus, you may schedule a meeting (this process is described in detail below). You must provide your committee members with a hard copy of your thesis prospectus (e-mail copies are not allowed). Committee members must have the thesis a minimum of a week prior to your meeting.

Step 4: Have study approved by Psychology Department Ethics Committee and, if necessary, the Institutional Review Board (IRB)

The instructional packet and forms for putting together your ethics proposal are available through www.irbnet.org. After your prospectus meeting, you must file an ethics packet with the Psychology Department ethics committee before collecting data. This review will take a minimum of a week for each revision. You will need to do as many revisions as it takes to get your study approved. Once you submit your proposal to the university IRB, review could take up to an additional month or more (be aware of IRB deadlines and meeting times). **You cannot collect any data until you have completed the full ethics process required for your particular study.**

Step 5: Gather data

The length of this step will vary, based on the characteristics of the sample you are gathering. Plan at least a couple of months for this step. If you are using the FHSU participant pool, you will need to acquaint yourself with the process by contacting the department administrative assistant.

Step 6: Analyze data, write up results and discussion section, and get thesis in “Graduate School ready” format

You will need to turn in a number of drafts of your results and discussion to your thesis advisor before it is approved. The exact number of drafts will vary. Be aware that each time you turn in a draft, your advisor will need a MINIMUM of 2 weeks to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you START EARLY and WORK CONSISTENTLY to complete your final document. It is required that your thesis be in the format required by the Graduate School. It is also required that it be thoroughly edited, that references are cross-checked, and that the Table of Contents is exactly correct.

Step 7: Hold defense meeting

THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR DEFENSE MEETING BETWEEN MAY 15 AND AUGUST 15. THOSE WHO WISH AN EXCEPTION TO THIS POLICY MUST PETITION THE FACULTY NO LATER THAN THE APRIL 15TH PRECEDING THE SUMMER THE DEFENSE MEETING IS PROPOSED TO BE HELD. ONLY IN VERY RARE INSTANCES WILL EXCEPTIONS BE GRANTED (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT—even if you have a job that will start before you can do your defense and get your document approved by the Graduate School).

Once your advisor has approved your thesis, you may schedule a defense meeting. You must provide your committee members with a hard copy of your thesis (e-mail copies are not allowed). Committee members must have the thesis a minimum of one week prior to your meeting.

Step 8: Turn in thesis to Graduate School, and have it go through the vetting process

After you have made the changes to your thesis requested by your committee, and your thesis chair has approved the revised document, turn it into the Graduate School. You must turn in one copy, on the appropriate paper; placed in a large (10” X 14” minimum) envelope. The copy must be signed by your thesis chair and the Psychology Department Ethics Committee chair. The thesis will then be vetted by the Graduate Dean. The amount of time this process will take depends on when you turn in your thesis. The more in advance of the Graduate School deadline you turn in your thesis, the sooner your thesis will be vetted. This process may take a month or more.

After the Graduate Dean returns the changes required in your thesis to the Psychology Department, you must make the changes and have them approved by your advisor. You must turn in appropriate copies, on the appropriate paper; each placed in a large (10" X 14" minimum) envelope. If you want a copy of your thesis for yourself or others, you may turn in extra copies at this time. You will pay a fee for the Graduate School to bind these copies.

Only after this ENTIRE process is finished can you have your thesis chair change all your incompletes related to the thesis to the grade they assign you. If you have your defense meeting and turn in your thesis prior to the Graduate School deadline for a certain semester, you will graduate that semester. However, until the vetting process is completed, your degree transcript and diploma will be held. Your transcript is necessary to begin the licensure process.

WHAT IS THE TIMELINE FOR COMPLETING THE THESIS?

The candidate and his/her committee chair can use the table following as a guide throughout the entire thesis process.

Table 1. Timeline for Completing the Thesis

Task	Tentative Due Date	Date Completed
Refining Topic/Hypotheses		
Produce Thesis Prospectus		
Lit Review		
Method		
Data Analysis		
Refinement/Revisions		
Completed Draft		
1 Week Committee Review		
Prospectus Meeting		
Submission of Project to Department Ethics		
Submission of Project to FHSU IRB		
Data Collection		
Data Entry		
Data Analysis		
Write-up		

Update Methods		
Results/Discussion		
Refinement/Revisions		
Completed Draft		
1 Week Committee Review		
Hold a Defense Meeting		
Committee Revisions		
Final Approval from Chair		
Turn in Thesis to Grad School		
Graduation		

Note. To be completed by candidate and thesis chair.

WHAT IS THE STRUCTURE OF THE THESIS COMMITTEE?

The committee consists of the thesis chair, two departmental members, and an outside department member. Thesis chairs must have the terminal degree (PhD, EdD, or other Doctorate) or have special permission from the Graduate Dean to serve. If the thesis chair does not have the terminal degree, the other committee members must all hold a terminal degree (as deemed by their field). The out-of-the-department member must be of graduate standing at the university (either Masters I or II level). Only one member of the committee can be a non-terminal degree holding member.

HOW TO FIND A THESIS CHAIR?

At the beginning of each academic year, the chair of the Psychology Department will determine the maximum number of theses each graduate level faculty member can chair based on the number of graduate faculty and the number of incoming candidates. Once this set number is determined and candidates have a topic selected, candidates will approach faculty members to serve as chairs. Candidates must formally ask the faculty member to serve and not just assume that discussing the thesis topic with a particular faculty member indicates willingness to chair. After the agreement has been reached, candidates must complete the "Report of Committee Formation" and return it to the department administrative assistant.

WHAT ARE THE ROLES OF THE DIFFERENT MEMBERS OF THE COMMITTEE?

The roles of candidate, thesis chair, committee member, and statistical member are described below. This is not a complete list of duties but, merely, a list of possible roles and responsibilities. As each faculty member has their own way of working with candidates, the candidate cannot assume that the members will do any of the items listed below. It is always the candidate's responsibility. But after that, when in doubt of whose responsibility it is, ask each member what they are willing to do.

Candidate Roles: Ultimately, candidates are responsible for the final product. The thesis is your demonstration of knowledge, skills, and activities you have gained during your graduate education. This is your project, thus your responsibility. The candidate is responsible for all of the following (but not limited to just this list):

- Checking to make sure all references are cited and all citations are referenced.
- Proper APA style and formatting.
- Keeping up with deadlines or altering deadlines once off schedule.
- All data collection, data management, and analyses.
- All ethical review documents and procedures.
- Writing and editing the document.
- Creating table and figures.
- Candidates cannot hire outside consultants or help to complete the thesis.
- Adhering to the Graduate School formatting and other requirements.

Thesis Chair Roles: As the thesis chair will be the faculty sponsor of the project and the work will reflect on him/her, the chair's primary responsibility is to ensure the quality of the project. Therefore, the thesis chair is the first level of review. All documents and ideas must go through the thesis chair. The thesis chair can assist with idea formation and methodology but again responsibility for the project lies on the candidate. The chair can:

- Help the candidate with writing style and editing but if the document needs substantial work, the chair can refer the candidate to the FHSU Writing Center.
- Help correct APA style and formatting.
- Help with topic development and methodology.
- Help the candidate meet the established deadlines or timelines.
- Review all documents (prospectus, IRB forms, measures, final document, etc.) for content and clarity.

Committee Member Roles: The committee is assembled to help the project become the best it can be. The committee members can assist but do not produce the document. The committee is the second level of review. After the chair has deemed the project ready for committee input and review, the document is sent to committee for critique and feedback. Committee members can:

- Help with simple editing and APA style.
- Indicate problems with methodology, theory, literature, ideas or etc. presented in the documents.

Statistical Committee Member: If the thesis chair and the candidate select a committee member to assist with statistical procedures, the role of the stats member is as consultant. The stats member will not do the work of the candidate but, instead, will help the candidate and the thesis chair with analyses. The stats member can:

- Help construct the data analysis plan.
- Ensure that the appropriate stats are selected and run properly.
- Make sure the numbers reported are the correct numbers to report.
- Help with an exploratory or additional analyses to clarify initial statistical procedures.

HOW MUCH TIME SHOULD I GIVE MY CHAIR TO READ DRAFTS?

How long a chair has to read and edit drafts depends on workload at the time, how long the draft is, how much editing/correcting the document needs but expect at least 2 weeks before the chair returns the draft. However, the chair and the candidate should agree on how long each member has to make corrections.

Except for the department chairperson, faculty are on nine month contracts (approximately mid-August to mid-May). Essentially that means they are neither paid to be on campus, nor required to be on campus,

during the summer months. Most faculty members will still attempt to be helpful in the summer when they can be, if you are working on your thesis drafts. However, as faculty may be out of town or unavailable for other reasons, draft turnarounds may be more lengthy, and it may be markedly more difficult to contact your thesis advisor than during the Fall and Spring semesters.

SHOULD I SUBMIT HARD COPIES OR ELECTRONIC COPIES OF THE THESIS TO THE COMMITTEE FOR REVIEW?

Most faculty would prefer hard copies for review, unless otherwise indicated. It is the candidate's responsibility to make sure all committee members receive paper copies of the thesis document at least one week prior to any meeting.

HOW DO I SCHEDULE THE THESIS MEETING WITH THE ENTIRE COMMITTEE?

After consulting committee members' schedules, the candidate should contact each member of the committee with several suggested times for meetings. Once a date has been arranged with the committee, the candidate must contact the department administrative assistant to officially schedule the meeting. An Outlook invite must be sent to all members of the committee. Additionally, a flyer announcing the meeting date and time must be hung on the bulletin board in MA 108. This notice must be completed at least one week prior to meeting. The meeting is not considered official until all the above steps have been completed. Once the meeting is official, an announcement of thesis defense should be sent to the entire campus faculty/staff.

WHO CAN ATTEND MEETINGS?

All prospectus and thesis defenses are open to the public. So, any interested party may attend meetings.

DO I HAVE TO BE ENROLLED IN CREDITS WHILE WORKING ON THE THESIS?

According to Graduate School Regulations, candidates who are using university facilities or faculty/staff must be enrolled in credits. This includes using the library, working with faculty, data collection, and when meetings are scheduled. The Program Directors will track who is enrolled.

WHAT ARE THE MEETING PROCEDURES?

First, meetings can only be held during the academic year and typically only when school is in session (not during breaks). THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR PROSPECTUS MEETING BETWEEN MAY 15 AND AUGUST 15. Those who wish an exception to this policy must petition the faculty no later than the April 15th preceding the summer the prospectus meeting is proposed to be held. Only in very rare instances will exceptions be granted (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT).

The candidate should briefly present the information contained in the thesis document (roughly 15 minutes). Questions may be asked during the presentation or held until completion of the presentation based on candidate preference. During the presentation and questions/answers, the Thesis Chair will take notes for the candidate of committee comments and suggestions. The candidate is expected to answer committee questions without the assistance of the Thesis Chair. The candidate is responsible for the content and quality of the project and is expected to explain and justify all aspects of the project, NOT the Thesis Chair.

After completion of the presentation and questions/answers, the candidate will step out (as well as any visitors) so the committee may have a private discussion. Decisions are based on a simple majority and do not have to be unanimous. Several outcomes can be selected including:

1. Accept the document as is.
2. Accept the document with minor revisions to be approved by Thesis Chair.
3. Accept the document with minor revisions to be approved by all or select members.
4. Hold the decision until revisions approved by entire committee (without additional meeting).
5. Hold the decision until revisions approved by entire committee (with an additional meeting).
6. Unacceptable and needs substantial changes (rework document and hold another meeting).
7. Unacceptable.

Once the committee has reached their decisions, the candidate and visitors can return to the room for notification and further discussion. The candidate must make revisions and suggested changes in accordance with committee instructions and Graduate School timelines.

If prior to a scheduled meeting, any member of the committee feels the document is not ready for prospectus or defense, the committee member should contact the Thesis Chair directly. The meeting may be canceled at that time.

WHAT ARE SOME ACADEMIC CONFERENCES WHERE I CAN SUBMIT MY RESEARCH PROJECT?

Below is a list of academic, peer-reviewed conferences that are appropriate venues for your research project.

- National Association of School Psychologists (NASP)—National Conference
 - Deadline is typically in the summer
- American Psychological Association (APA)—National Conference
 - Deadline is typically in late fall
- Association for Psychological Science (APS)—National Conference
 - Deadline is typically the end of January
- Southwestern Psychological Association (SWPA)—Regional Conference
 - Deadline is typically in early December
- Rocky Mountain Psychological Association (RMPA)—Regional Conference
 - Deadline is typically in late fall or early spring
- Midwestern Psychological Association (MPA)—Regional Conference
 - Deadline is typically in early to mid fall

This list is not inclusive but merely a suggestion of places to consider. You may also want to consider going to a field specific conference like SRCD, SPSP, etc. Conferences not included in the list above must be approved by the department and must be peer-reviewed.

School Psychology Portfolio Guidelines

WHAT IS THE PURPOSE OF THE PORTFOLIO?

The purpose of the scholarly professional portfolio is to provide graduate candidates in the school psychology program with options to help prepare them for their futures. **Portfolio is required for candidates in the virtual program.** The preparation of a professional portfolio is designed to align with the portfolio expectations as partial requirements to apply to obtain national certification (NASP application for non-NASP approved programs). This section of the handbook will provide information on the non-thesis track known as portfolio. The portfolio track was specifically designed to allow candidates the opportunity to gain skills in research and become very knowledgeable on the 10 Domains of school psychology. Your graduate course work will help provide the foundation for your portfolio.

WHAT IS THE CONTENT OF A PORTFOLIO

Candidates completing the portfolio track will:

1. Complete an annotated bibliography that covers each of the 10 National Association of School Psychology (NASP) Domains
AND
2. Complete the portfolio as outlined by NASP for the Non-Approved Program guidelines. The portfolio includes documentation of knowledge and skill performance for each of the 10 Domains in addition to a case study
AND
3. Present the portfolio information to the Psychology Department Faculty in a professional presentation

WHAT IS THE PURPOSE OF THE PORTFOLIO?

School Psychology is an ever-changing field as new research is constantly being conducted and published. To be a better consumer of information and a better professional, one must stay abreast of the validity and usefulness of current ideas and trends in the field. Your skills as a professional school psychologist will allow you to research various areas of psychology.

WHAT ARE THE GUIDELINES FOR THE ANNOTATED BIBLIOGRAPHY?

Use the 10 NASP Domains listed below to create the Annotated Bibliography. Each Domain should have at least five (5) current articles annotated.

An Annotated Bibliography contains several key pieces of information.

- 1) A complete APA bibliographic citation.
- 2) The annotation: One or two sentences that capture the main idea(s) and coverage of the source.
- 3) A description of the source's intended audience and purpose, form, arrangement, ease of use.
- 4) A critique of the source's:
 - a) Accuracy
 - b) objectivity (including both explicit and hidden biases)
 - c) authority (author's expertise with regard to this topic)
 - d) currency (if applicable to this topic)
- 5) A description of any special features, such as a useful bibliography or a list of Web sites
- 6) A reflection on the source's usefulness to you, particularly compared with other sources you have read on the similar topics.

A well-written annotation should focus on:

- Brevity (150-250 words; 2-3 paragraphs maximum)
- Conciseness (Make every word count.)
- Complete sentences of varying lengths, or verb phrases (Be consistent.)
- Only significant ideas and details included
- No direct quotations or paraphrases. Use your own words. Do not cut and paste from a Database abstract.
- Correct and consistent bibliographic citation style (APA)

NASP Professional Standards

While the FHSU School Psychology program currently utilizes the NASP 2020 Professional Standards, during the Fall 2022/Spring 2023 semesters (and until the updated NCSP Rubrics are available), PSY 990 Portfolio will utilize the NASP 2020 Standards (while reviewing and referencing the 2010 Standards) as the NASP NCSP Board will continue to utilize the 2010 standards through 2023.

National Association of School Psychologists. (2020). The Professional standards of the National Association of School Psychologists 2020. Bethesda, MD: Author download at <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>

Per NASP “All standards go into effect July 1, 2020, at which time they should serve as a foundational guide for [professional practice](#) and [ethical decision-making](#). Graduate programs should begin working toward implementing the 2020 graduate preparation standards as the [program accreditation process](#) will begin using rubrics reflecting the 2020 standards in 2022. Individuals [applying for the NCSP](#) will continue using the 2010 credentialing standards until 2024.”

“The [NASP 2020 Standards](#) have been approved. These include the Standards for Graduate Preparation, Credentialing, Practice Model, and Ethics. For the purposes of an application for the NCSP, the NCSP Board will continue using the current rubrics that reflect the [2010 credentialing standards](#) for all submissions through and including 2023. All submissions from May 2024 and thereafter must submit using the new rubrics that reflect changes in the 2020 standards. We expect to have the new rubrics

available in 2023. These will be shared with all programs as well as with reviewers before the 2024 cycles. We encourage programs and reviewers to review the [NASP 2020 Standards](#).”

To access the 2010 Standards for Practice (Practice Model), access this URL:

<https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model> . You will find in the first paragraph of text a hyperlink to the 2010 Standards for Practice (Practice Model), and you can download that document for use this year.

WHAT ARE THE 10 NASP 2010 DOMAINS?

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

WHAT IS THE NASP 2020 Model for Comprehensive and Integrated School Psychological Services – NASP Practice Model?

“The following domains, while described below as distinct, regularly interact and intersect within the context of service delivery. Understanding the domains helps inform the range of knowledge and skills school psychologists can provide. The NASP Practice Model outlines how services are integrated to best meet the needs of students, families, and the school community.”

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

WHAT INFORMATION SHOULD BE INCLUDED IN THE PORTFOLIO?

Candidates should begin collecting a “clean” copy of each syllabus throughout graduate school to include in the portfolio. These will help to document the “knowledge” requirements for the portfolio. Additionally, some projects, presentations, or other activities may also demonstrate knowledge of a particular domain or domains. Evidence of Professional Competence is reflected through artifacts

collected in the field. The following are examples of evidence of professional competence as outlined by NASP that could be submitted in portfolios. Most applicants submit two to three pieces of evidence per domain. These are examples of competency meant to assist and not meant to limit your submissions of evidence of professional competency. Some evidence, if strong enough, can work for more than one domain. In no case should an evaluation of performance by a supervisor be the only evidence submitted in a domain.

Domain 1: Data-Based Decision Making and Accountability

- Case study
- An assessment report that ties recommendations to data and shows data on the effectiveness of those recommendations (interventions)
- Tier 1 and 2 intervention data
- Progress monitoring and resulting decisions
- Functional behavioral assessments

Domain 2: Consultation and Collaboration

- Case study—behavior or academic
- Summary reports on a consultation—goals, strategies, outcomes
- Summary reports of collaboration on a school-based project (e.g., class-wide interventions, building wide program)
- Supervisor evaluation

Domain 3: Interventions and Instructional Support to Develop Academic Skills

- Academic intervention case study
- Recommendations and data to support effectiveness from cases
- Presentations to educators on effective instruction in reading, math, etc.
- Intervention worksheets with explanation/interpretation
- Tier 1 and 2 intervention data

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Behavior/social–emotional case study
- Class-wide, small group, or individual interventions focused on development of social skills with data to support progress on goals
- Positive behavior support plan
- Sample Social Skills lessons, delivered with data on effects
- Functional behavioral assessment

Domain 5: School-Wide Practices to Promote Learning

- Coursework documenting history of school psychology
- Coursework in school psychology practice and ethics
- Intern evaluation
- Supervisor evaluation
- Active involvement in local/state/national association

Domain 6: Preventive and Responsive Services

- Work to implement school-wide mental health activities such as suicide awareness and prevention, bully-proofing programs, peer mediation
- Crisis response in schools(s)—efforts to support following a tragedy (hurricane, death, other losses)

- Provision of mental health services/counseling groups (provide evidence of goals, strategies, and outcomes)

Domain 7: Family–School Collaboration Services

- Interventions that bring home/school into play
- Coordination of services across home, school, and community
- Supervisor evaluation
- Presentations to families
- Outreach to families

Domain 8: Diversity in Development and Learning

- Assessments that vary to account for differences—cultural/ language differences, disability, etc.
- Interventions/supports offered to diverse groups
- Recommendations that account for diverse learning needs
- Work with English language learners
- Supervisor evaluation

Domain 9: Research and Program Evaluation

- Master’s thesis—abstract
- Program evaluation—review and evaluation of curriculum
- Review and evaluation of programs implemented in Domain 7 or school-wide interventions from Domains 3 or 4
- Appropriate use of single-case design studies

Domain 10: Legal, Ethical, and Professional Practice

- Work with the system on policy development or implementation
- Work on school committees that deal with school climate
- Work with school committees that deal with school safety/school goals/achievement
- Advocacy work, within legislative/regulation
- Involvement in building/district needs assessment

An example of the domain matrix is shown below. Candidates are required to complete a domain matrix for each of the 10 domains. Blank domains are included on the NASP website provided below and should be completed Microsoft Word. In addition to documenting the knowledge and the competency on the domain matrix, it is necessary to include corresponding supporting documents throughout the portfolio. This information should be thoroughly documented and organized in the portfolio. It is essential for candidates to keep in mind the reviewer that will be evaluating the portfolio.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Demonstration and evidence of knowledge: I received training in this domain through the following courses: SP 502, SP 503, and SP 505. The SP 502 (Consultation) course provided training in using databased decision-making through the problem-solving process in working with classroom teachers and teams. In SP 503 (Research), we learned how to identify empirically based intervention strategies, in addition to using the research to guide data-based decision making. In SP505

(Assessment) the course provided training in the use of assessment instruments, curriculum based measurement, and other methodologies for gathering data and documenting various aspects of a candidate's functioning. I have also included candidate evaluations and blinded work samples from a course that I taught as evidence that the candidates learned to develop graphs to help them to analyze data for decision-making.

Demonstration and evidence of professional competency: As evidence of my professional competency, I have included three examples of candidate progress monitoring charts of interventions that I have implemented with elementary candidates. I have included a portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention, and to evaluate data relating to outcomes of the intervention. I have included a copy of my evaluation, which provides evidence of satisfactory performance in the area of data-based decision making.

More details of the portfolio can be found at:

<https://apps.nasponline.org/standards-and-certification/ncsp-application/index.aspx>

WHAT SHOULD THE CASE STUDY CONSIST OF?

The portfolio should also include a case study. NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for students. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. This case study will take place during practicum. The NCSP Case Study format must be in a 12-point, APA approved font, word-processed document that does not exceed 10 pages, including charts and graphs. A scoring rubric is located at on the NASP link listed above on pages 30-35.

WHAT SHOULD THE PRESENTATION CONSIST OF?

Presenting the results of the information happens throughout the process of completing the portfolio. The first step will be to complete the annotated bibliography and submit to your instructor/chair of the portfolio. Prior to taking the practicum course, it is necessary to submit a plan using the practicum syllabus to outline where you predict you will be able to demonstrate each of the 10 Domains. This will be submitted to your instructor/chair of the portfolio. Candidates should give a professional presentation of their portfolio. Information should include (but is not limited to) the literature review, knowledge and professional competence for each domain, the case study, the future of school psychology, limitations found while evaluating the literature, and overall experience in the practicum experience. Once the portfolio is completed, the final step will be an oral presentation of the entire portfolio and the contents demonstrating your knowledge and professional competence in each area. The following areas must be addressed: knowledge and professional competence for each Domain, current trends, and best practices in school psychology, and strengths and weaknesses of personal skills and knowledge. The entire portfolio must be shared with the committee at least one week prior to the presentation. You are responsible for scheduling the presentation with committee members; if applicable, it may be necessary to reserve a room for the presentation. Presentations may be completed via electronic means (e.g. Zoom) if necessary.

Policies

Policy on Research

Ethics Committee and university IRB approval must be obtained before data collection on any research project can be started. This policy applies to any research conducted by either a faculty member or candidate and includes candidate research conducted as a course assignment (approved by the Psychology Department June, 1985).

Policy on Importance of this Document

Violation of the rules and policies contained in this Guide may subject the candidate to disciplinary action by the Department. Such actions may range from verbal reprimand through probation, suspension, or dismissal (approved by Psychology Department August, 1986).

Appeals Policy

Any candidate who feels that a rule or policy should not be applicable in the candidate's particular case or that some sort of exception is in order may formally appeal to the Department (approved by Psychology Faculty August, 1986).

1. The candidate should begin the appeal process by discussing the issue with the program advisor.
2. The candidate should then draft a formal letter of appeal to the department which describes the situation and the candidate's proposed solution.
3. All appeals must be made in a timely manner so as to allow both the candidate and the department reasonable opportunity to act upon, react to, and implement the results of the appeal procedure.

Academic Integrity, Ethical Standards, and Professional Conduct

Academic Integrity Many graduate courses require large scale written assignments (term papers, literature reviews, etc.). It is the expectation of the Faculty that such papers will be independent products of the candidate whose name appears on the document. Acts of plagiarism and ghost authorship are considered violations of professional ethical standards. Extensive paraphrasing is not appropriate for scholarly work.

Use of the same paper or what is substantially the same paper to satisfy requirements of more than one course is NOT acceptable. It is expected that the candidate can acquire in-depth knowledge of more than one substantive area or topic, and will do so.

FHSU's Academic Honesty Policy can be found and additional information can be accessed here”
http://www.fhsu.edu/academic/provost/handbook/ch_2_academic_honesty/.

Professional Conduct. Candidates will be expected to perform their roles as graduate candidates in Psychology in a competent and professional manner. It is strongly suggested that each candidate become familiar with APA and NASP Ethical Standards. Violation of any ethical standards may be considered grounds for dismissal from the program (approved by the Psychology Department June, 1985).

Professional and interpersonal essential functions are very important within the field and practice of psychology. Therefore, students are not only expected to perform well academically in coursework, but also continually strive to develop interpersonal skills needed to effectively perform their future job duties. At Fort Hays State University, we have a strong commitment to positive learning environments and we strive to provide constructive feedback in relation to professional essential functions.

Candidates will be evaluated via a dispositional and professional functions rubric each semester by their instructors and field experience supervisors for practicum and internship regarding their disposition, essential professional functions, and academic performance.

Thus, students are expected to engage in the following:

- 1) **Candidate communicates clearly, effectively, and positively.**
 - a) Verbal and non-verbal communication conveys respect, confidence, and enthusiasm – smiles, makes eye contact, speaks clearly, offers ideas & information as appropriate
 - b) Written communication is respectful, clear, and reflects the appropriate level of formality for the situation; uses a greeting, closing and proper spelling & punctuation
 - c) Communicates directly, honestly, and fairly without prompting; expresses concerns constructively

- 2) Candidate works well with peers, FHSU faculty, and field supervisors.**
 - a) Works well with others; seeks out opportunities to collaborate with peers and FHSU faculty as appropriate; others are willing and eager to work with candidate
 - b) Demonstrates initiative routinely; recognizes ways to participate that are helpful and productive
 - c) Proactive and respectful in addressing and responding to problems
- 3) Candidate demonstrates commitment to learning and professional growth.**
 - a) Attends/participates in class and course material with zero unexcused absences or unexcused late work; arrives on time, keeps meeting appointments; may volunteer beyond requirements
 - b) Assignments are completed by due date; attend to asks and responsibilities without prompting
 - c) Contributes in class and meetings with cooperating instructors/advisor/field supervisor regularly with meaningful question and comments; listens carefully and actively
 - d) Candidate's appearance is neat, appropriate for the circumstances (i.e., class, video discussions, etc.)
 - e) Open to and seeks out new methods and ideas; conveys enthusiasm about being in class and/or field placement
- 4) Candidate uses constructive feedback and self-reflection to grow and improve.**
 - a) Welcomes and seeks out constructive feedback with an open mind, asks question, puts effort toward improvement and growth
 - b) Thoughtfully, intentionally, and reflectively changes behavior, written work, etc. in response to feedback
 - c)

Additional Psychology Graduate Program Policies

Policy on Enrollment

Only candidates who have been admitted to either the M.S. or Ed.S. programs in School Psychology will be given permission to enroll in graduate courses for those programs. Graduate training in school psychology is demanding, both for the candidates and the intellectual infrastructure of a university. In order to provide our candidates with the best possible access to faculty, the Department of Psychology limits all graduate courses to candidates accepted and enrolled in one of its programs. The School Psychology program at FHSU has this policy as well.

Policy on Continuous Enrollment

Candidates will select a course track with advisement from their program advisor and maintain continuous enrollment in selected course track each semester. Candidates will maintain continuous enrollment upon completion of M.S. degree as they begin the Ed.S. Program. Candidates have a maximum of three years to complete the M.S. program and three years to complete the Ed.S. program.

Policy for Academic Standards

Any candidate who obtains the grade of C or below in any course other than PSY 850 will be asked to take the course a second time and obtain a grade of B or better, or will be dismissed from the program. University policies provide for the option to appeal a grade.

Any candidate whose graduate program GPA drops below 3.25 will be placed on probation and allowed one semester to achieve an overall 3.25 GPA in program courses.

FOR POLICIES RELATING TO SPECIFIC REQUIREMENTS OF THE PROGRAM, CONTACT YOUR PROGRAM DIRECTOR.

FOR UNIVERSITY POLICIES BE SURE TO READ THE UNIVERSITY CATALOG.

Program of Study

The Fort Hays State University school psychology program is a fully approved program of study by both the Kansas State Department of Education (KSDE) and the Counsel for the Accreditation of Educator Preparation (CAEP). The professional education course work for the School Psychology graduate program at Fort Hays State University is provided in this document. The program for the M.S. and Ed.S. is delivered in both a campus program, and a virtual distance education program that became an option in 2012. Program courses are identical, and delivered in unique formats. Those taking the virtual program are required during the M.S. coursework to attend a full 5 day workshop on campus for requirements of PSY 840 Appraisal of Children. During the Ed.S. program, all candidates complete synchronous weekly meetings (on campus or using virtual technology) with the instructor and candidates while enrolled in PSY 875 Seminar: Counseling for Social/Emotional/Behavioral Outcomes, and while enrolled in 2 semesters of PSY 984 Practicum.

Candidates complete both a Master of Science in Psychology (M.S. Psychology, School) degree (30 credit hours) followed by application and admittance to complete the Specialist in Education (Ed.S., School Psychology) degree of 36 credit hours. The school psychology program offers options of a campus program and a virtual program, requiring the same courses in each. The Ed.S. program includes 9 credit hours of practicum over one school year, requires 600 hours in a school setting with field supervision of a school psychologist licensed in that state and with three or more years of experience as a fully licensed school psychologist. The total number of credit hours required is 66 for completion of the M.S. and Ed.S. The M.S. requires 8 hours of written comprehensive exams and a research course. The Ed.S. requires obtaining the Praxis 5402/5403 cut score, and 6 hours of field study (thesis) or a culminating professional portfolio, and defense to the respective committee. The field study (thesis) option is only available for the campus program. Following successful completion of the Ed.S. with a 3.25 GPA, the graduate is responsible to secure an internship site, and enrolls in 2 credit hours per semester over two semesters, to complete a minimum of 1,200 hours in a school setting, with supervision from the university and a minimum of two hours of face-to-face supervision per week from a school psychologist licensed in that state and with three or more years of experience as a fully licensed school psychologist. In Kansas, the intern is typically a fully salaried position,

Campus candidates typically complete both programs within the two-year course of study, including summers, and complete internship the third year. The virtual program option began in Fall 2012. Virtual program candidates are expected to work with their program advisor to select the best course track option for them. Candidates are recommended to attend as a cohort, either completing the M.S. program in the timeframe of Course Track 1 (a year and a half), Course Track 2 (2 years), or Course Track 3 (one year). M.S. course track options are as follows:

Track 1 3 course track	Track 2 2 course track	Track 3 full-time (advanced)
Fall 1	Fall 1	Fall
PSY 685 Behavior Therapy	PSY 845 Experimental Methods	PSY 685 Behavior Therapy
PSY 845 Experimental Methods	PSY 880 Methods in School Psychology	PSY 810 Developmental Psychology
PSY 880 Methods in School Psychology	PSY 895 Pro-Seminar: Curriculum Based Measurement	PSY 845 Experimental Methods
PSY 895 Pro-Seminar: Curriculum Based Measurement		PSY 812 Advanced Child Psychopathology
		PSY 880 Methods in School Psychology
		PSY 895 Pro-Seminar: Curriculum Based Measurement
Spring 1	Spring 1	Spring

PSY 820 Advanced Learning and Motivation	PSY 830 Professional Ethics	PSY 820 Advanced Learning and Motivation
PSY 830 Professional Ethics	PSY 850 Inferential Statistics	PSY 830 Professional Ethics
PSY 850 Inferential Statistics		PSY 850 Inferential Statistics
		PSY 881 Observations in School Psychology
Summer	Summer	Summer
PSY 840 Appraisal of Children	PSY 840 Appraisal of Children	PSY 840 Appraisal of Children
Fall 2	Fall 2	
PSY 810 Developmental Psychology	PSY 685 Behavior Therapy	
PSY 812 Advanced Child Psychopathology	PSY 810 Developmental Psychology	
PSY 881 Observations in School Psychology	PSY 881 Observations in School Psychology	
	Spring 2	
	PSY 820 Advanced Learning and Motivation	
	PSY 812 Advanced Child Psychopathology	

**Please note courses which are offered either fall or spring semester can be taken during a semester to best fit the candidates' schedule. Courses which are offered both fall and spring semesters are: PSY 812 and PSY 881.

Candidates who enter in the Ed.S. program will need work with their program advisor to determine the best course track. All Ed.S. candidates must complete their course work before practicum or simultaneously with practicum. Candidates graduating with the M.S. Psychology School via Track 1 in Fall will begin their Ed.S. program in the Spring. Please note there are typically Fall, Spring and Summer course offerings for SPED 802 and AEP 880.

Ed.S. course track options follow:

Track 1		Track 2	
Fall 1		Year 1 – Fall	Year 2 - Fall
PSY 875 VA Seminar in Psychology: Counseling		PSY 875 VA Seminar in Psychology: Counseling	PSY 984 Practicum
PSY 875 VB Seminar in Psychology: Legal Issues in School		PSY 875 VB Seminar in Psychology: Legal Issues in School	PSY 990 Portfolio
PSY 981 Psychological Consultation in the Schools		PSY 981 Psychological Consultation in the Schools	
SPED 802 Theories of Exceptionalities		SPED 802 Theories of Exceptionalities	
PSY 984 Practicum in School Psychology			
PSY 990 Portfolio			
Spring		Spring	Spring
PSY 846 Program Evaluation		PSY 846 Program Evaluation	PSY 984 Practicum
PSY 984 Practicum		SPED 860 Transition in Special Education	PSY 990 Portfolio
PSY 990 Portfolio		AEP 880 Cultural Diversity	SPED 860 Transition in Special Education
SPED 860 Transition in Special Education			
AEP 880 Cultural Diversity			

The School Psychology program is an advanced preparation program designed to prepare 21st century global leaders who serve in educational and community settings. The School Psychology program focuses on the interaction among innovative technologies, relevant content, diversity and best practices. Additionally this program, like all programs in the Education Preparation Provider (formerly the unit), is designed to prepare professionals to have the technological, pedagogical and content knowledge, skills and professional and interpersonal essential functions to lead, model, teach and collaborate in diverse settings. Graduates of this program, consistent with the University's mission will have had access to a quality education through an innovative community of instructor-scholars and professionals in order to develop into engaged global citizen-leaders.

In addition to alignment with KSDE standards for school psychologists and NASP's standards for the 10 domains of practice, the School Psychology program is designed to address the Shared Values and Beliefs (formerly the conceptual framework) of the College of Education and Technology at Fort Hays State University. The elements of the Shared Values and Beliefs are based on the Technological Pedagogical and Content Knowledge (TPACK) Model. The School Psychology program addresses each of the seven elements of the TPACK model, aligned with KSDE Standards for school psychology.

The Psychology Department at Fort Hays State University is committed to the preparation of graduate students in psychology in a science-practitioner model, through a rigorous curriculum that is theory-based and also steeped in experiential learning. Program course learning objectives are aligned with the EPP Shared Values and Beliefs TPACK elements and each of the KSDE standards for school psychologists, as indicated. Candidates have the opportunity to actively collaborate with faculty mentors on research, fine-tune applied clinical skills with highly skilled practitioners, take advantage of financial aid, and campus students may apply for teaching assistantships. The graduate school psychology programs value not only providing a quality education, but also developing essential prosocial skills. Upon graduation, candidates have a solid foundation in the science of cognitive, learning and behavioral processes and educational foundations as well as skills honed through enriched, applied experiences. It is a mission of the School Psychology program to provide feedback to support each candidate's academic and professional and interpersonal skills essential functions progress within the program. A group of the faculty meet to discuss individual student progress at the end of each semester, completing a rubric to provide feedback on each candidate's progress in the program of study towards each degree, demonstration of knowledge and skills in the field of school psychology as demonstrated in course requirements, professional development interpersonal skills essential functions, and research development.

Internship - Following completion of the Ed.S., graduates apply to the state licensing agency for provisional license as a school psychology intern. Completion of 1,200 hours of supervised internship in a school setting requires enrollment as a non-degree seeking student in 4 course hours over one school year - PSY 985 Internship in School Psychology I (2 hr) in Fall semester and PSY 986 Internship in School Psychology II (2 hr) in Spring semester.

MS Psychology (School) Program Requirements

Course Number	Course Title	Credit Hours
PSY 685	Behavior Therapy	3
PSY 810	Developmental Psychology	3
PSY 812	Advanced Child Psychopathology	3

PSY 820	Advanced Learning and Motivation	3
PSY 830	Professional Ethics in Psychology	3
PSY 840	Appraisal of Children	4
PSY 845	Experimental Methods	3
PSY 850	Inferential Statistics	3
PSY 880	Methods in School Psychology	3
PSY 881	Observation in School Psychology	1
PSY 895	Curriculum Based Measurement	1
TOTAL CREDIT HOURS		30

EdS School Psychology Program Requirements

Course Number	Course Title	Credit Hours
SPED 802	Theories of Exceptionality	3
SPED 860	Transition in Special Education	3
PSY 846	Program Evaluation	3
PSY 875 VA	Seminar Psychology II: Counseling for SEB Outcomes	3
PSY 875 VB	Seminar Psychology II: Legal Issues in Schools	3
AEP 880	Cultural Diversity	3
PSY 981	Psychological Consultation in Schools	3
PSY 984	Practicum in School Psychology (Consists of 600 hours of practice supervised by a licensed school psychologist)	9
Below are two different options for a candidate's culminating experience. On-campus candidates have the option to select one. Virtual candidates are only able to complete PSY 990 (Portfolio) for their culminating experience.		
PSY 990	Portfolio	6
PSY 999	Thesis	6
TOTAL CREDIT HOURS		36

Upon completion of the Ed.S. program, a 1,200 supervised internship is completed. This is necessary for licensure in most states, including Kansas.

Courses for the MS and the Ed.S. are only offered either fall, spring, or summer. Candidates in the virtual program will be expected to take PSY 840 Appraisal of Children which is offered during the summer term. PSY 840 requires candidates to attend on-campus instruction for 1 week during the 8 week course. Candidates should plan ahead to appropriately plan for this course requirement.

It is the candidate's responsibility to work collaboratively with the course instructor to establish a relationship with a school psychologist and school district administration for the following program courses:

1. During M.S.
 - a. PSY 881 Observations in School Psychology
2. During Ed.S.
 - a. PSY 984 Practicum – to locate a practicum site that will provide supervised practical field experiences meeting course requirements and expectations
 - b. AEP 860 Transition in Special Education
3. During Internship
 - a. PSY 985 and PSY 986 – to secure an internship that offers supervision, meeting course requirements and expectations.

Synchronous course meeting requirements, using technology to connect via computer camera and microphone, facilitated by the university supervisor, include:

1. PSY 895 Pro-Seminar in Psychology: Counseling for SEB Outcomes – 90 minutes per week
2. PSY 984 Practicum in School Psychology – 2 hours per week, over the Fall and Spring semesters