



FORT HAYS STATE
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

School Psychology Graduate Program Handbook

Department of Psychology

Department of Psychology

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Contents

Handbook Introduction	5
Program Director Welcome Message	6
Meet the Faculty	7
Psychology Department Faculty.....	7
School Psychology Faculty.....	7
Staff Directory.....	8
About the FHSU School Psychology Program	9
Program Overview	9
Program History	11
Mission and Goals	12
Program Mission Statement	12
Educational Goals and Objectives	12
Program Goals	13
Program Learning Objectives	14
Assessment and Evaluation of Program Effectiveness	15
Admissions	16
Admission Requirements	16
Academic Prerequisites, GPA Requirements, and Testing Requirements	17
Application Process.....	17
<i>Step-by-Step Guide to Applying</i>	17
Application Deadlines.....	18
<i>Early Admission Options</i>	18
<i>Accelerated Program</i>	18
<i>Master's Degree</i>	18
<i>Specialist in Education (Ed.S.)</i>	20
Curriculum	20
Detailed Descriptions of Courses.....	20
Course Sequence	20
<i>Semester-by-Semester Breakdown of Required Courses</i>	20
Comprehensive Examinations.....	21
<i>M.S. Comprehensive Examination</i>	22



<i>M.S. Comprehensive Examination Preparation</i>	22
<i>M.S. Comprehensive Examination Grading</i>	23
<i>Ed.S. Comprehensive Examination</i>	24
Ed.S. Case Study Capstone Requirement	24
Practicum and Internship	25
Overview of Practicum and Internship Requirements	25
Eligibility Requirements Prior to Internship	26
Placement Process and Guidelines	27
Licensing Requirements	28
Candidate Fees	28
Background Checks.....	28
Professional Membership and Development	28
Course Specific Fees.....	29
Practicum and Internship Fees	29
Praxis Exam Fee.....	29
Graduation Fee	30
Student Resources.....	30
Academic Advising.....	30
Student Support Services and Resources	31
Library and Research Facilities	31
Student Organizations.....	32
Opportunities for Mentorship and Involvement.....	32
Scholarships and Financial Aid.....	33
Program Policies.....	33
Academic Expectations.....	33
University Policies and Expectations	33
Enrollment and Program Continuity Policy.....	34
Grievance Procedure.....	34
Professionalism Standards.....	35
Ethical Guidelines for Professional Behavior.....	35
Disposition Framework	36



Appendix A: Course & Accreditation Alignment.....38

Appendix B: Overview of Program Updates.....39

Appendix C: Semester-By-Semester Course Track Tables..... 43

Appendix D: Dispositional Framework.....48

Appendix E: Program Agreement Form.....57

Appendix F: Program Expectations for Academic Performance.....60

Appendix G: Ed.S. Capstone Project Guidance Documents.....63



Handbook Introduction

Welcome to the Fort Hays State University School Psychology Graduate Program! This handbook is designed to serve as a comprehensive guide for candidates enrolled in the Master of Science (M.S.) and Education Specialist (Ed.S.) programs in School Psychology. It outlines program expectations, requirements, and resources available to support your academic and professional growth throughout your graduate training.

The field of school psychology is both dynamic and deeply rewarding, blending science and service to promote academic achievement, mental health, and overall well-being of children and youth. Through rigorous coursework, applied field experiences, and ongoing faculty mentorship, candidates develop the knowledge, skills, and professional dispositions necessary to serve as competent, ethical, and culturally responsive school psychologists.

This handbook includes information about program structure, course sequencing, practicum and internship experiences, comprehensive exam and capstone requirements, as well as policies and procedures that ensure the integrity and quality of the program. Candidates are encouraged to review the contents carefully and refer to this handbook regularly as a reference throughout their studies.

The FHSU School Psychology Graduate Program is grounded in the values of collaboration, data-based decision making, and advocacy for equitable educational opportunities. Our faculty are committed to supporting your success as you progress through your graduate training and prepare to make a meaningful impact in school communities.





Program Director Welcome Message

Dear School Psychology Candidate,

Welcome to the Fort Hays State University School Psychology Graduate Program. As you begin your journey, whether in the hybrid or online program, you are joining a committed community of emerging professionals dedicated to advancing the well-being of children, families, and schools. We are pleased to welcome you into a field grounded in evidence-based practice, ethical service, and meaningful impact, and excited to see where your graduate studies take you.

Our program is built on the belief that all children deserve safe, supportive, and equitable learning environments where their strengths are fully recognized and their needs are met with competence and compassion. Your training will challenge you to integrate theory, research, and applied practice as you develop the knowledge and skills essential to effective school psychology practice. The curriculum is rigorous but also designed to inspire curiosity, critical thinking, and personal growth.

Throughout your time in the program, we hope that you find that all our faculty are deeply invested in your success. We are here to mentor and support you as you build your professional identity, refine your applied skills, and engage in reflective practice. We encourage you to approach each experience, whether in coursework, supervision, or field placements, with openness, dedication, and a willingness to learn. Successful completion of this program will require active engagement, self-motivation, efficacy, and collaboration with your instructors and advisors to ensure consistent progress in your professional development.

Graduates of the FHSU School Psychology Program are known for their leadership, advocacy, and commitment to serving diverse learners and communities. We are honored to support you as you take this important step toward becoming a competent, ethical, and impactful school psychologist. We look forward to witnessing your growth and the contributions you will make to this rewarding profession.

Warm regards,

Director Drinnon



Meet the Faculty

Psychology Department Faculty

The Department of Psychology at Fort Hays State University has **14 full-time faculty** members with expertise in the broad areas of clinical, school, and experimental psychology. We are also fortunate to have many talented part-time faculty who teach with us. These faculty members help us offer a wide range of online courses to our students around the world. Visit the Psychology website for more information:

<https://www.fhsu.edu/psych/faculty-and-staff/>



Department Chair
Dr. Whitney Whitaker

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School Psychology Faculty

The School Psychology faculty at Fort Hays State University comprises experienced and dedicated professionals who combine a strong academic foundation with a wide breadth of clinical and school-based practice, as well as a commitment to student mentoring and applied learning. The faculty support graduate students in the Master of Science (School Psychology) and the Education Specialist (Ed.S.) programs, delivering both theoretical foundations and practical skills that prepare students for service in educational settings



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Staff Directory

The faculty of the Department of Psychology at Fort Hays State University can be found through this link: <https://www.fhsu.edu/psych/faculty-and-staff/>

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About the FHSU School Psychology Program

Program Overview

The School Psychology Graduate Program at Fort Hays State University (FHSU) prepares candidates to become competent, ethical, and culturally responsive school psychologists. The School Psychology program is accredited through CAEP and KSDE and further aligns with both the professional standards and the standards for graduate preparation set forth by NASP, emphasizing a data-based, problem-solving approach to service delivery, focusing on collaboration with families, educators, and community stakeholders to support the academic achievement, mental health, and well-being of all students. The program for the Master of Science (M.S.) in School Psychology and the Education Specialist in School Psychology (Ed.S.) is offered in both a hybrid and online distance education format. While delivered via different modalities, the Fort Hays State University School Psychology graduate program is designed to prepare students with the knowledge and skills necessary for effective practice in school settings. Program objectives focus on developing competencies in psychological assessment, evidence-based interventions, consultation and collaboration, and cultural responsiveness. Students gain a strong foundation in ethical and legal standards, research-based decision-making, and systems-level thinking. Through integrated coursework and supervised field work experiences, graduates are equipped to support the academic, behavioral, and mental health needs of diverse student populations.

Candidates complete a Master of Science in Psychology (M.S. Psychology, School) degree (30 credit hours), followed by an application and admittance to complete the Education Specialist in School Psychology (Ed.S., School Psychology) degree (36 credit hours). The Ed.S. includes ten credit hours of practicum over one school year (4 hours in the Fall, 6 hours in the Spring), which requires 600 hours in a school setting under the 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 for completion of the M.S. and Ed.S. is 66.

Candidates complete an Internship in School Psychology (6 credit hours). Upon completion of the Ed.S. with a minimum 3.25 GPA, graduates apply to their state licensing agency for a provisional license, if required in their state, as a school psychology intern. Requirements for the School Psychology Internship include six credit hours over one school year (3 hours in the Fall, 3 hours in the Spring), which requires 1,200 field hours in a school setting under the supervision of a school psychologist licensed in that state and with three or more years of experience as a fully licensed school psychologist.



Those participating in the virtual program are required to attend a complete 5-day workshop on campus during their M.S. coursework to fulfill the requirements of PSY 840, Appraisal of Children. During the Ed.S. program, all candidates complete synchronous weekly meetings (either on campus or via virtual technology) with the instructor and fellow candidates while enrolled in PSY 970: Counseling and Mental Health Interventions in School Psychology, PSY 978: Prevention and Intervention for Safe and Supportive Schools, PSY 988: Advanced Appraisal of Children, and during two semesters of PSY 984: Practicum in School Psychology.

To complete the M.S., candidates must fulfill all academic coursework requirements, including completion of a graduate-level research course, and pass a formal written comprehensive assessment (administered over eight hours) to demonstrate the candidate's mastery of core content areas covered through the M.S. program.

To complete the Ed.S., candidates must meet all academic and professional performance standards, including the following culminating requirements: 1) Candidates must achieve the minimum cut score required by the Kansas State Department of Education of the Praxis 5403 School Psychologist examination, and 2) Candidates must complete and successfully defend the Ed.S. capstone project to the respective committee.

Upon completion of the Ed.S. with a minimum 3.25 GPA, graduates apply to their state licensing agency for a provisional license, if required in their state, as a school psychology intern. The graduate is responsible for securing an approved internship site. The internship consists of:

- A minimum of 1,200 hours completed in a school setting.
- Enrollment as a non-degree seeking student in 3 credit hours per semester for two consecutive semesters (PSY Internship in School Psychology I and PSY 986 Internship in School Psychology II).
- University supervision throughout the internship.

Additionally, the intern must receive a minimum of two hours of face-to-face supervision per week from a licensed psychologist who:

- Holds a valid license in the state where the internship occurs.
- Has at least three years of experience as a fully licensed school psychologist.

Candidates must attend and complete both the M.S. and Ed.S. programs within the specified timeframe for their selected course track. The exact length of time to complete the program varies depending on whether the student is registered full-time or part-time, the selected instructional format, and whether extenuating circumstances necessitate a pause in the student's program. Candidates typically complete both programs within the course of study time frame listed in Table 1, including summers, and complete the internship following completion of the M.S. and Ed.S. Candidates are



expected to work with their program advisor to select the best course track option for them.

Table 1

Course Track Options by Instructional Format		
Online	Hybrid	Accelerated
Track 1 (3 years + Internship) Track 2 (4 years + Internship)	2 years + Internship	Hybrid (2 years + Internship) Online (3 years + Internship)

Program requirements for the M.S. School Psychology and Ed.S. School Psychology Programs are included below. **Semester-by-semester course track tables are available in Appendix C.**

Program History

Founded in 1902 as a teacher-training institution, Fort Hays State University has evolved into a regional comprehensive university, serving a growing number of students on campus, online, and worldwide. The University has a longstanding tradition of preparing educators and continues to provide affordable, high-quality programs. Its history of growth and innovation reflects a commitment to expanding access to education, which supports the mission of the School Psychology graduate program. For a detailed history, see the link: <https://www.fhsu.edu/about/fhsuhistory/>

Fort Hays State University (FHSU) is a regional, comprehensive public university founded in 1902 with a traditional brick-and mortar setting and robust online presence, offering over 200 online courses since 1998. FHSU is geographically located in Hays, Kansas, which is the largest community in Northwest Kansas, located halfway between Kansas City and Denver, CO. Modeled after FHSU’s 45-year-old on campus program, the online program was initiated in 2012, with the on-campus program shifting to hybrid, creating increased access to candidates in rural Kansas communities and beyond. The FHSU School Psychology Program is housed within the Department of Psychology and is accredited in partnership with the FHSU College of Education, which is accredited by The Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE). These units share a vision and mission focused on preparing professionals who contribute meaningfully to local and global communities. FHSU prepares education professionals with



technological, pedagogical, and content expertise as well as the disposition needed to lead and collaborate in diverse settings. Similarly, the Department of Psychology is committed to excellence in education and psychological research, preparing empathic, knowledgeable, lifelong learners who are equipped to advance their communities and the discipline as they pursue educational and career goals. FHSU's graduate programs foster intellectual inquiry, ethical responsibility, and lifelong learning, and prepare professionals to serve as educational leaders, advocates, scholars, and reflective practitioners who contribute meaningfully to their professions and communities.

Mission and Goals

Program Mission Statement

The Psychology Department at Fort Hays State University is committed to preparing graduate students in psychology within a science-practitioner model, through a rigorous curriculum that is theory-based and steeped in experiential learning. The School Psychology graduate program prepares ethical and skilled professionals to support students' academic, social, emotional, and behavioral success. Through rigorous training, community engagement, and a commitment to diversity and inclusion, the program equips graduates to serve as lifelong learners and advocates for healthy, supportive learning environments. Upon graduation, candidates possess a solid foundation in the science of cognition, learning, and behavioral processes, as well as educational foundations, and have honed skills through enriched applied experiences.

Educational Goals and Objectives

In alignment with the NASP Practice Model, Council for the Accreditation of Educator Preparation (CAEP) accreditation standards, and the educational objectives of the Kansas State Department of Education (KSDE), the School Psychology program is dedicated to providing ongoing and systematic feedback to support each candidate's development across academic, professional, and interpersonal domains. This process emphasizes the development and demonstration of essential functions for common practice, while also preparing candidates to advance KSDE goals of improving student learning, fostering safe and supportive school environments, promoting equity, and ensuring that all Kansas students are equipped for success in school and beyond. **Refer to [Appendix A](#) for detailed information on KSDE, NASP, and CAEP objectives.**

The School Psychology graduate program is accredited through the Kansas Department of Education, which has aligned state Kansas Educator Preparation Program Standards for School Psychologists with the 2020 NASP Practice model. More information can be



found at

<https://www.ksde.gov/Portals/0/TLA/Program%20Standards/School%20Psychologist%20program%20standards%20final%2009-14-2021.pdf>.

The School Psychology graduate program is also accredited through the Council for the Accreditation of Educator Preparation (CAEP), which sets rigorous national standards to ensure excellence in educator preparation. CAEP emphasizes evidence-based practices, continuous improvement, and the preparation of professionals who positively impact student learning in P-12 settings. More information can be found at <https://www.fhsu.edu/coe/accreditation/Standards/>

The National Association of School Psychologists (NASP) outlines the standards that serve as a foundation for the preparation, credentialing, and practice of school psychologists nationwide. Alignment with these professional standards ensures that professionals in the field are equipped to provide comprehensive, evidence-based services that support the academic, behavioral, and mental health needs of all students. The NASP Practice Model (2020) outlines 10 Domains of Practice, which encompass a broad range of competencies expected of school psychologists. These domains guide both the content of the program's coursework and field experiences and serve as key indicators for candidate assessment and professional development. More information can be found at

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>



Program Goals

The goal of the School Psychology Program is to prepare competent, ethical, and culturally responsive school psychologists who support the academic, social-emotional, and behavioral well-being of all students. The program develops practitioner-scholars grounded in psychological and educational foundations, skilled in data-based decision making, and capable of conducting comprehensive, equitable assessments. Graduates are trained to implement evidence-based individual and group interventions, effectively consult and collaborate with families, educators, and community stakeholders, and engage in systems-level services and advocacy to strengthen school-wide practices and ensure safe, effective, and supportive learning environments. The program is committed



to preparing professionals who adhere to legal, ethical, and professional standards and who demonstrate the professional characteristics expected of effective school psychologists.

Program Learning Objectives

The following objectives reflect the knowledge and skills candidates are expected to demonstrate upon completion of the School Psychology program. These objectives are aligned with the 2020 NASP Practice Model and correspond to the ten domains of practice that define the scope of contemporary school psychology.

PLO 1: Data-Based Decision Making and Accountability

Candidates will interpret diverse methods of data collection to identify student, program, and school strengths and needs; implement evidence-based interventions and recommendations; and evaluate the effectiveness of services and programs.

PLO 2: Consultation and Collaboration

Candidates will evaluate and apply consultation models and collaborative strategies within a systematic problem-solving framework to plan, implement, and assess instructional, mental health, and behavioral services, demonstrating effective communication and fostering collaborative relationships among diverse stakeholders to promote comprehensive service delivery.

PLO 3: Academic Interventions and Supports

Candidates will design and evaluate evidence-based instructional strategies—including structured literacy and cognitive-based interventions—that account for individual learning differences and promote academic engagement.

PLO 4: Mental and Behavioral Health Services and Interventions

Candidates will design, evaluate, and implement a continuum of mental and behavioral health services, ranging from individual counseling to school-wide tiered supports, to improve social–emotional and behavioral outcomes.

PLO 5: School-Wide Practices to Promote Learning

Candidates will design, implement, and evaluate school-wide practices that promote learning, including multi-tiered systems of support (MTSS), universal screening and progress monitoring, and climate-enhancing strategies that strengthen engagement and achievement.

PLO 6: Services to Promote Safe and Supportive Schools



Candidates will articulate and apply best practices in comprehensive crisis preparedness, assessment, response, and intervention (e.g., school safety and crisis planning, suicide and threat prevention and assessments) and evaluate protocols and supports that foster resilience and school safety.

PLO 7: Family–School–Community Collaboration

Candidates will apply a range of consultation and communication methods to facilitate collaboration among families, schools, and community agencies, demonstrating knowledge of diverse issues, contexts, and factors that influence family-school interactions to inform services and promote engaging partnerships and positive student outcomes.

PLO 8: Equitable Practices for Diverse Student Populations

Candidates will demonstrate cultural humility by applying a culturally responsive lens across all aspects of school psychological practice to ensure equitable, inclusive, and effective service delivery.

PLO 9: Research and Program Evaluation

Candidates will critique and apply empirical research and statistical methods to evaluate the utility and effectiveness of school-wide programs and to ensure the fidelity and continuous improvement of school psychological services.

PLO 10: Legal, Ethical, and Professional Practice

Candidates will articulate and apply ethical, legal, and professional standards, employing structured decision-making to address complex ethical and legal dilemmas and demonstrating professional characteristics such as collaboration, adaptability, advocacy, and commitment to equity and diversity.

Assessment and Evaluation of Program Effectiveness

The School Psychology graduate program at FHSU participates in a continuous accreditation process through CAEP and KSDE. The School Psychology graduate program aligns with both the professional standards and the standards for graduate preparation set forth by NASP. An advisory panel composed of faculty, school psychologists, students, alumni and community stakeholders reviews program practices and outcomes to ensure quality and relevance. Student performance data are systematically collected and analyzed to monitor candidate progress, guide program improvements, and demonstrate accountability. These data are also reported as part of the accreditation process to verify that the program effectively prepares competent, ethical, and skilled school psychologists.

Program Evaluation & Updates



During the 2024-2025 academic year, the School Psychology Committee conducted a thorough program evaluation targeting outcomes for skills-based competencies, comprehensive knowledge and performance of field placement students, and qualitative feedback from a variety of stakeholders. Based on the results and recommendations of this evaluation, input from the FHSU School Psychology Program Advisory Committee, and the School Psychology Committee's analysis of the program's scope and sequence to further strengthen alignment with the NASP 2020 standards for graduate preparation, the M.S. and Ed.S. programs of study have been revised, effective Fall 2026. All students admitted to the program beginning Fall 2026 will follow the revised program of study, all current students will complete their current program of study with the option to take new courses as electives. See Appendix B for an overview of the program updates.

Admissions

Admission Requirements

Admission requirements and acceptance decisions for the school psychology graduate program (regarding the M.S. and Ed.S. degrees) are outlined below. The faculty of the psychology department determine acceptance. Decisions are based on the applicant's past academic achievements, experiences, and attributes that are appropriate for a career as a professional school psychologist, including commitment and ability to work effectively with children/youth and adults, as well as the ability to demonstrate interpersonal and essential professional functions. While it is not required for admittance into the program, previous experience in working with children is beneficial (e.g., background in education or mental health professions).

Effective March 16, 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 determines that a candidate may be qualified to begin at the Ed.S. level, the committee will request that the applicant provide relevant syllabi for review to assess equivalencies of coursework and will determine possible entry at the Ed.S. level.

Applicants are expected to describe a commitment to complete both the Master's and Ed.S. program (66 total credit hours, required for provisional licensure/certification—including 600 hours of supervised practicum experience, and followed by a 1200-hour supervised internship (6 credit hours). The M.S. and Ed.S. degree programs have separate application and acceptance processes. The required components of both degrees are necessary to complete the program and obtain licensure/certification as a



school psychologist. Entrance requirements and required application forms are provided at <http://www.fhsu.edu/psych/school-psychology/>

Graduate courses completed previously at FHSU or another university may be considered for transfer credit; however, no more than 6 hours may be transferred toward the M.S. or Ed.S. degree. In alignment with [FHSU Graduate School Policy](#), transfer credit will not be awarded for coursework that has already been applied to a degree that was previously conferred. Transcript 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 as provided by the program director, and with the recency of completion of core courses within the past three years for the following courses: PSY 840 (Appraisal of Children) and PSY 880 (Methods in School Psychology) in the M.S., and all PSY courses in the Ed.S.

Currently, the School Psychology graduate program at Fort Hays State University does not admit international students. United States citizens living internationally may apply, but the candidate must ensure that their school site meets all program requirements for field placement and supervision.

Academic Prerequisites, GPA Requirements, and Testing Requirements

Applicants to the School Psychology graduate program must have a bachelor's degree in psychology, education, or a related field, including at least 12 credit hours of psychology coursework. A course in statistics or research methods is required (from any department) as a prerequisite and must be completed no later than the end of the student's first semester if accepted into the program. Applicants must have a cumulative undergraduate GPA of 3.00 or higher. <https://www.fhsu.edu/psych/school-psychology/online-school-psychology/>

Application Process

Step-by-Step Guide to Applying

The application requirements provide documentation used by the School Psychology Department faculty in making decisions for acceptance. Due to the rigorous program expectations and the limited number of spots available in each cohort, admission to the School Psychology graduate program is highly competitive. Decisions take into consideration all of the required materials (GRE scores, transcripts, and GPA, letters of recommendation, personal statement, answers to interview questions, the required 12 hours of psychology courses, and a research or statistics course). Required application



materials should be submitted to the FHSU Graduate School. For the online application, visit <https://www.fhsu.edu/academic/gradschl/admission/>

Application Deadlines

The FHSU School Psychology Program follows a cohort science-practitioner model. Currently, admittance into the M.S. program is established for a Fall cohort start date. A completed M.S. application should be submitted to the FHSU Graduate School by November 1st (priority deadline) for priority consideration, and no later than February 1st (final deadline) for acceptance consideration into the following academic Fall Semester. Applications received after February 1 will be reviewed during the next application review period for admission into the M.S. program, starting the subsequent Fall semester. Application timeline details can be found at

<https://www.fhsu.edu/psych/school-psychology/on%20campus%20school%20psych/on-campus-school-psychology>

Early Admission Options

Early admission options are only available through the Kansas Community College Pathways Program. For a detailed explanation of the process and its benefits, please see the link: <https://www.fhsu.edu/psych/school-psychology/community-college-pathways-program>

Accelerated Program

The Accelerated MS Program in School Psychology is designed to allow high-achieving undergraduate students at FHSU to begin graduate coursework early. One benefit of this program is students are allowed to use 9 credit hours of graduate work to count both toward the graduate degree and the undergraduate degree. At this time, only FHSU undergraduates, on-campus and online, are eligible for the accelerated school psychology program. Students must apply for the accelerated program during their Junior year of their undergraduate degree program. For more information about the accelerated program, please see the link:

<https://www.fhsu.edu/psych/accelerated%20school%20psych/>

Master's Degree

Information about the program application process and forms is provided at the following links

- Online: <https://www.fhsu.edu/psych/school-psychology/online-school-psychology/>
- Hybrid: <https://www.fhsu.edu/psych/school-psychology/on%20campus%20school%20psych/on-campus-school-psychology>



- Graduate School Admissions page: <https://www.fhsu.edu/academic/gradschl/admission/>
- School Psychology Main Page: <https://www.fhsu.edu/psych/school-psychology/>

Background Check

Upon acceptance into the program, the candidate must provide evidence of a comprehensive background check, as required by KSDE and FHSU policy. A background check is also required to complete fieldwork experiences in a school setting. The verification will be submitted to the Department of Psychology through Validity Screening. Candidates who 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:

1. The nature and seriousness of the conduct.
2. The extent to which field experience or a practicum may offer an opportunity to engage in conduct of a similar type that results in the charge.
3. The time elapsed since the charge.
4. The age of the person at the time of the conduct resulting in the charge.
5. The number of incidents of improper conduct.
6. Discharge from probation, pardon, or expungement.

The School Psychology Committee will review the background check to determine whether any prior conduct or charges revealed therein raise serious questions as to the appropriateness of the application 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. 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 FHSU's



policy regarding Criminal Background Checks for Students Engaging in Clinicals, available at <https://www.fhsu.edu/policies/student-affairs>

Specialist in Education (Ed.S.)

Candidates who are in their final semester of the M.S. Psychology (School) program at FHSU must apply for acceptance to the Ed.S. in School Psychology. Information about the application process and forms is provided at

- Online: <https://www.fhsu.edu/psych/school-psychology/online-school-psychology/>
- Hybrid: <https://www.fhsu.edu/psych/school-psychology/on%20campus%20school%20psych/on-campus-school-psychology>

Curriculum

Detailed Descriptions of Courses

Academic and graduation requirements for the School Psychology graduate program are provided in the FHSU course catalog. This catalog is for informational purposes only and does not constitute a contract. Degree and program requirements, as well as course descriptions, are subject to change. Students should consult the catalog for the year they enrolled and the most current catalog for policy updates.

Fort Hays State University is accredited by the Higher Learning Commission (hlcommission.org) and participates in the NC-SARA for online coursework. Specific programs, including School Psychology, also hold specialized accreditation.

- Fort Hays State University Catalog: <https://catalog.fhsu.edu/>
- Master of Science, Psychology (School): <https://catalog.fhsu.edu/health-behavioral-sciences/psychology/psychology-school-ms/>
- Education Specialist, School Psychology: <https://catalog.fhsu.edu/health-behavioral-sciences/psychology/school-psychology-eds/>

Course Sequence

Semester-by-Semester Breakdown of Required Courses

The School Psychology graduate program at Fort Hays State University is structured to provide students with a sequenced learning experience. Coursework builds progressively, beginning with foundational knowledge and skills, followed by applied practice, and culminating in advanced fieldwork and internship. Each semester's schedule is designed to balance theoretical coursework with applied experiences. Some courses serve as prerequisites for advanced classes or practica, so students are expected



to follow their chosen track. Students should work closely with their faculty advisor to select an appropriate course track. Any adjustments to the standard sequence must be made in consultation with the advisor and approved by the program director. **Detailed semester-by-semester course track tables are available in Appendix C.**

- The **Online Track 1** sequence is designed to be completed within three years, followed by a culminating internship.
- The **Online Track 2** sequence is designed to be completed over four years, followed by a culminating internship. The extended track spaces coursework more gradually, while still providing the same comprehensive preparation.
- The **Online Accelerated Track** allows undergraduate students to take select graduate-level courses in their senior year, which count toward both undergraduate degree requirements (as approved) and the graduate program. This track shortens the total time to degree completion, enabling students to complete the M.S. and Ed.S. in School Psychology within three years beyond the bachelor's degree, followed by a culminating internship.
- The **Hybrid Track** combines online and on-campus learning to provide students with the flexibility of distance education while also offering valuable in-person training experiences. The program is designed to be completed within two years, followed by a culminating internship.
- The **Hybrid Accelerated Track** combines online and on-campus learning with an accelerated timeline. Students take select graduate-level courses in their senior year, which count toward both undergraduate degree requirements (as approved) and the graduate program. This track shortens the total time to degree completion, enabling students to complete the M.S. and Ed.S. within two years beyond the bachelor's degree, followed by a culminating internship.

Comprehensive Examinations

All School Psychology graduate candidates at Fort Hays State University must pass the required comprehensive examination for their respective degree, as it is an essential component of program completion and graduation. For M.S. candidates, the comprehensive examination evaluates readiness for advancement into the Ed.S. program by assessing higher-order skills beyond basic recall. Candidates are expected to synthesize and integrate the application of ethical principles and knowledge across developmental, cognitive, social, and behavioral areas as they relate to school psychology practice.

For Ed.S. candidates, the ETS Praxis 5403 serves as the required comprehensive examination and functions as a culminating assessment of advanced professional competencies. The Praxis evaluates the candidate's ability to apply integrated knowledge within the NASP Practice Model, including data-based decision making, consultation



and collaboration, academic and mental health interventions, and ethical and legal professional practice, as well as the consideration of diverse cultural, contextual, and individual factors that influence student learning and behavior. If comprehensive examinations require a fee, payment is the candidate's responsibility.

M.S. Comprehensive Examination

The M.S. Comprehensive Examination is a comprehensive essay-format written exam administered online over two consecutive days (four hours per day) during the candidate's final semester of M.S. coursework (Fall or Spring). The exam consists of four sections—Application of Ethical Principles, Application of Evaluation Practices and Data-Based Decision Making, Application of Research Methods and Statistical Analysis, and Application of Developmental and Learning Theories. Adequate performance on the four sections is required to satisfy the M.S. degree requirement of passing the comprehensive exam. Candidates who do not pass a section may retake it at the next scheduled examination period. Successful completion of the M.S. comprehensive examination demonstrates readiness to progress from the M.S. program to the Ed.S. program, as well as the ability to think critically and holistically about issues in school psychology.

Appeals of examination decisions can be made by following the Graduate School Appeals Policy and submitting the required form. FHSU's Appeals Policy can be found at: <https://www.fhsu.edu/academic/gradschl/current-students/appeals/>

Candidates may attempt the M.S. Comprehensive Examination up to two times without petition. If a candidate fails the exam a second time, they must submit a petition to the Psychology Graduate Faculty, including a structured study plan, to request permission for a third attempt. Petitions must be submitted at least six weeks before the scheduled examination date. Students who fail the M.S. Comprehensive Examination are expected to meet with their program advisor to review their program of study and develop a study plan for re-taking the exam.

M.S. Comprehensive Examination Preparation

Because the profession involves high-stakes decisions with significant consequences, candidates are expected to uphold the highest standards of professional knowledge, skills, and ethical practice. With this in mind, candidates are also expected to thoroughly prepare for the M.S. comprehensive examination. In preparation, candidates are encouraged to review all required M.S. course material (e.g., textbooks, assigned course readings, presentation slides, and course learning activities, including cumulative projects, papers, and exams). Candidates may contact instructors to ask questions about course content and are encouraged to initiate contact with advisors if they desire or need assistance. Regardless, successful completion of the M.S. comprehensive examination requires more than simply reviewing coursework; it demands assimilation, synthesis,



and application of knowledge across the program. Therefore, candidates are highly encouraged to develop a structured study plan to guide their preparation. This plan should include reviewing key concepts from each course, revisiting assignments that require integrative thinking, and considering how course content would be applied in real-world school psychology settings. The more intentional and thorough the preparation, the better positioned candidates will be to demonstrate mastery across all content areas. Additional instructions and guidance for the M.S. Comprehensive Examination are provided in the [M.S. Comprehensive Exam Guidance Document](#).

The Psychology Department and School Psychology faculty are committed to preparing candidates for success in the rigorous science-practitioner program. Candidates who require accommodations for the M.S. comprehensive examination must work through [FHSU Student Accessibility Services](#), and any approved accommodations must be submitted to the Program Director at least one week prior to the scheduled exam.

M.S. Comprehensive Examination Grading

To ensure blind scoring, each candidate is assigned a number code by the Psychology Department administrative assistant. Candidates submit exam responses using this code, not their name. Responses are de-identified and distributed to the School Psychology Committee, whose members independently score each section using standardized rubrics. Scores reflect a candidate's ability to integrate and synthesize master's-level concepts. Grading is not comparative; there is no curve or quota for pass/fail outcomes.

After independent scoring, the committee meets to review scores and reach a consensus. Each exam section is assigned one of three outcomes: Pass, Pass with Remediation, Hold the Decision, or Fail. 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 whole section, or more than one section) that require a candidate to provide additional detail.

Once decisions are finalized, codes are matched to candidate names, and the Program Director screens responses for plagiarism using SafeAssign. Any plagiarism or use of unauthorized sources, including AI-generated text, may result in a failing grade for the affected section. Exams will be screened with AI detection tools, such as CopyLeaks, if there is suspicion of AI use. Candidates are expected to adhere to FHSU's Academic Honesty Policy, and program and department academic honesty procedures will be followed if there is any suspicion or evidence of plagiarism or improper use of AI-generated content. More information about FHSU's Academic Honesty Policy can be found at <https://www.fhsu.edu/registrar/academic-policies-and-information/>

The Program Director submits results to the Graduate School via Workday. Candidates are also notified by the Program Director via email of their results including their rubric



score for each section. Candidates required to complete remediation will be given a specified timeframe to do so with explicit directions for their remediation.

Ed.S. Comprehensive Examination

The ETS Praxis 5403 serves as the comprehensive examination for completion of the Ed.S. degree in School Psychology. This nationally recognized exam assesses knowledge and skills across the core domains of school psychology. Its purpose is to evaluate each candidate's mastery of the core knowledge and applied competencies required for entry-level practice as a school psychologist. Adequate performance (i.e., a minimum score of 147) on the Praxis 5403 is required for program completion and indicates readiness for advancement to internship, aligns with national training standards, and helps ensure preparedness to serve effectively in P-12 settings. Students are encouraged to consider taking the Praxis exam in the last semester of the Ed.S.; however, the timeline may be more appropriately addressed by working with their assigned academic advisor.

The ETS Praxis 5403 exam is administered at college/university test centers or in an online format, covering school psychology and special education concepts, and is aligned with NASP's 2020 Standards and 10 Domains of Practice. A minimum score of 147 is required for provisional licensure as a specialist in school psychology from the Kansas State Department of Education (KSDE), which is necessary to complete the supervised 1,200-hour internship and then apply for full licensure. It is the responsibility of the candidate to determine the minimum score requirement for licensure if they plan to practice outside of Kansas. To obtain additional information for preparing for the Praxis 5403 exam, see <https://praxis.ets.org/>

Ed.S. Case Study Capstone Requirement

The Case Study Capstone Project and corresponding course, PSY 999 Field Study, is a culminating requirement for the Ed.S. degree and fulfills the graduate school capstone requirement. It requires candidates to demonstrate mastery of professional knowledge and skills through a comprehensive, academically focused case study aligned with NASP guidelines and the Problem-Solving Report. Candidates will receive guidance from an assigned faculty mentor as they complete their final case study document and prepare for their oral defense of the Case Study Capstone Project.

The comprehensive Problem-Solving Report is a required component of [the Non-NASP Approved Program NCSP application \(NASP Problem Solving Report Rubric\)](#). The Case Study Capstone ensures that candidates demonstrate mastery of comprehensive problem-solving using a single-subject research design, effectively present and defend data-based decisions, and develop skills for completing the NCSP Problem-Solving Report.



The Case Study Capstone project will be completed in sequential stages during the fall and spring semesters of practicum. It consists of a written report focusing on an academic problem for a single student that requires direct intervention. Detailed guidelines are provided in [the Field Experiences in School Psychology Handbook](#).

Completion of the Case Study Capstone culminates in the Case Study Capstone Defense, consisting of a 20-minute presentation, a 10-minute question-and-answer period, and a 15-minute committee deliberation and feedback session. The defense committee will be comprised of the candidate's case study mentor, who serves as chair, one School Psychology Committee member, selected by the Committee. The case study mentor and candidate will select a third member with appropriate professional qualifications from outside the School Psychology Committee (e.g., a site-based practicum supervisor, a trusted colleague, a faculty member, or an adjunct). The defense may be conducted in person or online (e.g., via Zoom). Defense outcomes are determined by a simple majority vote, with final authority resting with the FHSU faculty members if consensus cannot be reached. Each defense is assigned one of four outcomes: Pass, Pass with Minor Revision, Hold Decision, or Fail. Detailed information can be found in the [Ed.S. Capstone Project Requirements](#).

Each candidate is assigned a faculty mentor from the FHSU School Psychology Committee. The mentor supports the candidate through reflection on practicum feedback, guidance on problem-solving, and preparation for the Case Study defense. Candidates and mentors are expected to meet at least five times during the practicum year, with meetings that are productive and candidate-driven. Candidates are expected to: share practicum feedback in advance, bring questions, discussion points, and ideas for progress, and leave with clear action steps and follow-up plans. Mentors do not evaluate grades or technical aspects of the case study; their role is to guide the problem-solving process and preparation for defense. Please refer to the [School Psychology Case Study Mentorship Guidance](#) document for detailed information.

Practicum and Internship

Overview of Practicum and Internship Requirements

The FHSU School Psychology Program provides sequential, supervised practicum and internship experiences that offer hands-on training in school settings and prepare candidates to deliver comprehensive school psychology services. Practicum spans two semesters (Fall and Spring) and includes 600 hours of field-based training and seminars designed to develop competencies across the NASP Practice Model domains. The internship serves as the culminating experience, requiring 1,200 hours of supervised practice in a school setting to demonstrate advanced competency and readiness for



professional licensure and certification. Throughout practicum and internship, candidates complete applied projects—including academic and behavioral case studies, psychoeducational evaluations, and counseling reports—that align with NASP standards. Detailed policy, requirements, assignment descriptions, site criteria, and supervisory expectations are outlined in the [Field Experiences in School Psychology Handbook](#).

The *Field Experiences in School Psychology Handbook* outlines essential procedures, expectations, and requirements for completing field-based training in the School Psychology graduate program. It serves as the official reference for planning, enrolling in, and completing practicum and internship experiences, including eligibility criteria, application and placement procedures, supervision standards, required documentation, and NASP-aligned professional and ethical expectations. Students are responsible for reviewing and adhering to all procedures and timelines detailed in the handbook.

Eligibility Requirements Prior to Internship

This section outlines the requirements that must be met before a candidate may begin internship. These requirements ensure compliance with licensing and accreditation standards, as well as the program's quality control expectations. Additionally, this section also describes the process for internship enrollment.

To be eligible for internship, candidates must first complete all requirements for the Ed.S. in School Psychology degree. This includes maintaining an overall GPA of 3.25 or higher with no grades below a B, completing a minimum of 600 logged practicum hours with satisfactory evaluations, submitting all required practicum-related products and assignments, earning a satisfactory practicum field supervisor evaluation, achieving the required Praxis score, and demonstrating satisfactory professional and interpersonal essential functions. Additionally, degree analysis must confirm that the Ed.S. degree will be awarded at the end of the current semester.

Once these requirements are met, the candidate will meet with their academic advisor to obtain approval for enrollment in the internship for the following semester. At the same time, the candidate should complete the application and approval process for a provisional license, if necessary and applicable, based on the candidate's state requirements. Each state establishes its own requirements for licensure or certification in school psychology, which may be administered through a state education agency and/or mental and behavioral health agency. This program is designed to prepare candidates to meet the requirements of the Kansas State Department of Education (KSDE). Candidates seeking certification or licensure in other states are responsible for reviewing the requirements of their state agency. Credentialing information for all states can be found on the NASP website: <https://www.nasponline.org/standards-and-certification/school-psychology-credentialing-resources>



The graduate must schedule an internship orientation meeting once

- The Ed.S. degree has been awarded
- A provisional license has been granted, as necessary and applicable, by the appropriate state agency where the internship will take place

This meeting will include the university internship supervisor, the field supervising school psychologist, and the special education administrator. The orientation may be held at the internship site or, if travel is a barrier, conducted virtually. During this meeting, the required parameters and expectations of the internship will be outlined in detail. The internship is considered official and eligible for credit only after all parties—the university, the internship site, and the student—have reviewed and signed the Internship Memorandum of Agreement, which confirms the structure, supervision, and expectations of the experience.

Placement Process and Guidelines

For the employing school district or educational cooperative, the school psychology intern is viewed as a potential employee. In Kansas, this is typically a fully paid employment position, although in some states, it may be offered as a stipend instead. Those considering an internship in Kansas may access the Kansas Education Employment Board (KEEB) website, where many potential employers announce positions: <https://educatekansas.org/>. Position details and application procedures vary by district or cooperative and are described on the site. Candidates should notify the university program director and their advisor of interest in securing an internship several months in advance. Application procedures will vary across potential employers, and candidates should update their curriculum vitae and secure letters of recommendation from their faculty advisor and other professors or supervisors documenting eligibility for licensure, if required by the state of employment. The employing school district determines the level of payment for an internship. Regardless of contract terms or reimbursement parameters, the candidate will be designated as a *School Psychology Intern*. Upon satisfactory completion of internship requirements, candidates apply to the state agency in which they are employed for independent licensure or certification.

All practicum and internship placements must occur in accredited educational settings that meet the standards for supervision and training. It is the responsibility of students to determine whether the program requirements at FHSU meet the licensure or certification requirements of states outside of Kansas. The FHSU School Psychology program is not NASP-accredited; however, its processes and curriculum are aligned with NASP standards, and graduates are prepared to apply for the Nationally Certified School Psychologist (NCSP) credential through the non-NASP-approved program application route.



Licensing Requirements

Candidates should complete the application and approval process for a provisional school psychologist license, if required by the state of internship, at the same time they submit their intent to graduate for the Ed.S. degree. This ensures timely eligibility for the internship placement and potential employment upon graduation.

It is likely that at some point, the candidate will be asked to document course content to be certified/licensed or provide a special service. Transcripts may not provide enough information to satisfy certifying/licensing personnel. Therefore, it is essential to save all course documentation (i.e., a copy of the catalog, copies of the graduate syllabi). Some licensing boards require documentation (hour logs or diaries) or practicum and internship experiences.

Candidate Fees

In addition to FHSU tuition and standard school fees, candidates in the School Psychology graduate program may incur additional costs associated with program requirements. These expenses may include background checks, professional memberships, course materials, fieldwork tracking systems, professional liability insurance, licensure or certification exams, attendance at professional conferences or other professional development activities, travel and lodging during the five-day on-campus requirement, and shipping costs for required on-campus course assessment protocols. Some costs are mandatory for all candidates, while others may vary based on state requirements, course enrollment, or individual professional development choices.

Background Checks

Upon or prior to acceptance into the School Psychology graduate program, candidates will be required to undergo a background check before beginning coursework. Background checks can be completed through Validity Screening Solutions at the candidate's expense.

Professional Membership and Development

The School Psychology graduate program makes a concerted effort to shape life-long learners and advocates. Practicing school psychologists continually learn and are considered change agents in their working environments. The graduate program requires candidates to become members of the National Association of School Psychologists (NASP). This membership will enable candidates to access numerous resources needed for courses, receive discounted conference rates, purchase select texts at a discounted rate, gain access to additional resources, and obtain Professional Liability Insurance at a reduced rate. Please see the following link for relevant



information regarding membership pricing:

<https://members.nasponline.org/Members/Members/Membership/NASP-Membership-Options.aspx>

As students of the FHSU School Psychology program, all candidates are eligible for student membership in the Kansas Association of School Psychologists (KASP).

Candidates are also encouraged to become members of their own state professional organization for school psychologists. For more information regarding KASP:

<https://kaosp.wildapricot.org/#::~:~:text=KASP%20exists%20to%20advocate%20for,school%20psychology%20as%20a%20profession.>

It is highly recommended to attend and participate in a professional conference or relevant local, regional, state, or national professional development training annually. Candidates who wish to attend/participate in professional conferences may do so at the candidate's expense, or through applying and receiving funds available through the university (e.g., Student Government Association, Graduation Association of Students in Psychology, Scholarly Activity Grants).

Course Specific Fees

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 for the required assessment protocols and any shipping fees associated with returning test kits to the university. Candidates can also expect to pay for travel and lodging expenses during the five-day on-campus requirement.

Practicum and Internship Fees

Practicum and Internship use an online system called Sonia to log and track fieldwork hours. Candidates admitted to the program are required to have liability insurance prior to beginning their practicum fieldwork experience and again during the internship.

Please see the following links for relevant information about professional liability insurance: <https://www.nasponline.org/membership-and-community/professional-liability-insurance>

Praxis Exam Fee

Candidates admitted to the Ed.S. graduate program will be required to take the School Psychology Praxis (5403) exam at their own expense. Candidates who are accepted into the program can expect to take this exam in their last semester of the Ed.S. program.

For further information, please review the Praxis website <https://praxis.ets.org/>



Graduation Fee

Candidates who 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.

Student Resources

The entire graduate program is designed to provide a focused education in school psychology. The Department Chair and School Psychology Graduate Faculty monitor the progress of each candidate throughout the program. Candidates are expected to view all components of the program—including coursework, practicum and internship, the comprehensive examination, and the fieldwork requirements—not as isolated requirements, but as integrated elements that contribute to their overall professional preparation. Success in the program requires sustained time, effort, and engagement. Active participation within the graduate cohort is essential to maximize the benefits of training and professional development. For additional information, please refer to https://docs.google.com/document/d/1TR1WpE3oYsGgtUsFEvlW7_CCDaTx-HXpbm2TpHxz6UI/edit?tab=t.o

To support candidates in meeting these expectations, the program offers a range of resources. Each student is assigned a faculty advisor who serves as a primary point of contact for academic planning, progress monitoring, and professional guidance. Advisors help candidates navigate program requirements, prepare for practicum and internship, and plan for licensure and certification. Additional student support services, including writing assistance, counseling, career development, and library research tools, are available through Fort Hays State University. Candidates are strongly encouraged to use these resources proactively and to maintain regular communication with their faculty advisor to ensure timely progress and professional growth.

Academic Advising

Upon admission to the School Psychology program at FHSU, each candidate will be assigned a Program Advisor who is a member of the school psychology faculty. The Program Advisor serves as the primary point of contact to guide candidates through academic planning, course selection, and progression through the program. Prior to enrollment in graduate classes, students are required to meet with their Program Advisor for an initial advising meeting. During this initial meeting, the Program Advisor and the candidate will develop an individualized program of study. This degree plan is designed to provide a comprehensive foundation in the core areas of psychology relevant to the practice of school psychology, while also ensuring that program-specific requirements are met. The advisor may consult with other faculty members in the



Psychology Department as needed to ensure that the plan aligns with program standards and the NASP Practice Model and supports the student's academic and professional goals.

Once the degree plan has been finalized and approved, it will be entered into Workday where it is available for review by the student, Program Advisor, Program Director, Department Chair and Dean of the Graduate School. Students are expected to follow the approved plan when registering for courses to ensure timely and successful progression through the program. It is expected that students meet with their program advisor at least once a semester. Candidates are additionally required to attend the Psychology Department's New Graduate Student Orientation.

During the final year of the Ed.S., each student will be assigned a Capstone Case Study Mentor to provide guidance and support throughout the practicum. The mentor assists students in developing the required Capstone Case Study, which serves as a culminating project. The mentor provides feedback, monitors progress, and helps ensure that the student meets program expectations for successful completion of the Capstone Case Study.

Student Support Services and Resources

Students have access to a variety of services and support at FHSU. A broad list of services can be found at <https://www.fhsu.edu/student-affairs/students>. Online Student Success Services can be found at <https://www.fhsu.edu/success/online/student-success/>

Additional resources include:

- Blackboard support: <https://www.fhsu.edu/learningtechnologies/Blackboard/>
- Technology services: <https://www.fhsu.edu/technology/>
- The Writing Center: <https://www.fhsu.edu/writingcenter/>
- Academic Assistance and Online Tutoring: <https://www.fhsu.edu/success/online/tutoring/>
- Student Accessibility Services: <https://www.fhsu.edu/health-and-wellness/accessibility/>
- Counseling Services for Health and Wellness: <https://www.fhsu.edu/health-and-wellness/counseling/>
- Career Services: <https://www.fhsu.edu/career/>

Library and Research Facilities

On-campus and online students have access to the FHSU Forsyth Library and Research Facilities. Information about the library and research facilities can be found at <https://www.fhsu.edu/library/>



Student Organizations

For a complete list of student organizations available at FHSU, please visit the link <https://tigerlink.fhsu.edu/organizations>

The Graduate Association of Students in Psychology (GASP) is a student organization within the Department of Psychology at Fort Hays State University, whose purpose is to provide resources that further the personal, professional, and academic development of its members. For additional information, please refer to <https://tigerlink.fhsu.edu/organization/gasp>

Opportunities for Mentorship and Involvement

The FHSU School Psychology Graduate Mentor Program is a voluntary initiative that provides students in the M.S. portion of the program with the opportunity to be paired with Ed.S. students in an informal mentor relationship. This program allows students to actively engage with peers, build professional connections, and share experiences related to graduate studies in school psychology. Participation offers a valuable chance to develop leadership, communication, and collaborative skills while contributing to a supportive learning community. For more detailed information, please refer to <https://docs.google.com/document/d/1s876EvFvfRVlQpUVk-U8exUmXPpeZ1kZ/edit>

Becoming a NASP Student Leader is a valuable opportunity for students to actively engage with the broader school psychology community. Student leaders help to connect the program at FHSU to NASP and other programs across the country by dedicating a few hours each month to activities such as sharing updates with fellow students, initiating advocacy and awareness initiatives, and promoting NASP-related events. Student leaders also have opportunities to contribute their perspectives to NASP publications, participate in online discussions, and network at the NASP convention. This role offers an opportunity to develop leadership, communication, and professional networking skills while contributing to the growth and visibility of the school psychology profession. For more information, please visit: <https://apps.nasponline.org/resources-and-publications/audience/students/leader.aspx>

Additional opportunities to build connectedness are facilitated by NASP Student Leaders and Program Faculty, including virtual and in person socials, coordinated advocacy initiatives, distribution of quarterly newsletters, student spotlights, and student and alumni directory.



Scholarships and Financial Aid

Students in the School Psychology graduate program may be eligible for various forms of financial aid, including federal loans, scholarships, assistantships, and work-study opportunities. Please refer to the link for information about types of aid and how to apply <https://www.fhsu.edu/finaid/types-of-aid/>

Program Policies

Academic Expectations

Students are expected to maintain a cumulative GPA of 3.25 or higher throughout their enrollment in the School Psychology Graduate Program. Students will be placed on academic probation if their GPA falls below this standard or if they earn a grade of C or lower in any course. If placed on probation, the student must meet with the Program Director to develop a targeted improvement plan, utilizing the Dispositional and Competency Growth Plan and following the procedures outlined in the Dispositional Assessment Framework (**found in Appendix D**). This process is intended to provide structured support, address identified concerns and ensure the student's continued progress toward meeting program and professional expectations. In addition to ongoing academic requirements, students must also earn a final cumulative GPA of 3.25 or higher to be eligible for graduation from the program. Completion of all degree requirements without meeting this minimum GPA standard will not qualify a student for conferral of the degree. Detailed information on these policies, including absence procedures, grade reporting, graduate credit, and pass/no credit options, can be found in the [Program Expectations for Academic Performance](#) instructional policy guidelines (Appendix F).

University Policies and Expectations

All students and faculty in the School Psychology Graduate Program are expected to follow the university's instructional policies regarding attendance, grading, academic integrity, academic freedom, and course delivery. Please refer to the following links for additional information and explanation of FHSU policies.

- The Psychology Departmental Policies: <https://www.fhsu.edu/psych/psychology-departmental-policies>
- The Graduate School at Fort Hays State University Handbook: <https://www.fhsu.edu/academic/gradschl/documents/graduate-school-handbook.pdf>
- Academic Integrity: <https://www.fhsu.edu/judicial/academic-misconduct/>.



- Title IX Policy: [have. https://www.fhsu.edu/president/Compliance-Office/Title-IX-Policy/](https://www.fhsu.edu/president/Compliance-Office/Title-IX-Policy/)

Enrollment and Program Continuity Policy

Students must be officially admitted to the School Psychology program to enroll in graduate courses within the M.S. and Ed.S. programs. Due to the rigorous nature of graduate training and the significant faculty support required, enrollment in these courses is restricted to accepted candidates.

Candidates are required to select a course track in consultation with their program advisor and maintain continuous enrollment in the designed track each semester. Upon completion of the M.S. degree, candidates must maintain continuous enrollment as they transition into the Ed.S. program.

Candidates are allowed a maximum of three years to complete the M.S. program and an additional three years to complete the Ed.S. program.

If extenuating circumstances necessitate a leave of absence, the candidate must submit a formal written petition to the School Psychology Committee through the Program Director. The petition must clearly describe the extenuating circumstances and provide a proposed timeline for returning to the program that ensures completion within the established three-year limit. The Committee may require documentation substantiating the stated circumstances before granting approval.

Grievance Procedure

Violation of the Psychology Department's and the University's rules and policies, as outlined in this guide, may result in disciplinary action by the Department. Such actions may range from verbal reprimand to probation, suspension, or dismissal.

Any candidate who feels that a rule or policy should not be applicable in the candidate's particular case or that some exception is in order may formally appeal to the Department. Information about how to appeal and the process can be found at <https://www.fhsu.edu/academic/gradschl/current-students/appeals/>

For grievance and appeal procedures related to discrimination or harassment, refer to <https://www.fhsu.edu/president/Compliance-Office/Grievance-and-Appeal-Procedures/>

Additional explanation and detailed information can be found at <https://www.fhsu.edu/academic/gradschl/documents/appeals-policy.pdf>



Professionalism Standards

Ethical Guidelines for Professional Behavior

Graduate students in the School Psychology program are expected to uphold the highest standards of ethical and professional conduct, consistent with the National Association of School Psychologists' Principles for Professional Ethics, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, and the Kansas State Department of Education (KSDE) principles. Students are responsible for maintaining a commitment to professional competence by engaging in ongoing self-assessment and skill development, actively seeking supervision and feedback, and recognizing the boundaries of their competence by refraining from providing services beyond their current level of training and education.

In demonstrating respect for the dignity and rights of all individuals, graduate students must value cultural, individual, and role differences, including those related to age, gender identity, race, ethnicity, language, religion, sexual orientation, ability status, and socioeconomic background. They are expected to practice inclusivity, uphold anti-discriminatory practices, and demonstrate sensitivity to the confidentiality, privacy, and autonomy of clients, students, families, and colleagues.

A strong foundation of integrity and honesty is essential in all professional and academic work, including research, assessment, and written documentation, with students avoiding plagiarism, data fabrication, or misrepresentation of credentials or work. Truthful communication with faculty, peers, supervisors, clients, and school personnel is essential. Furthermore, students are expected to conduct themselves responsibly in field settings, which includes punctuality, reliability, and preparation for all assignments and meetings, adherence to site-specific policies and procedures, and the ethical use of assessment tools, along with the responsible handling of client and student records. Collectively, these expectations ensure that graduate students uphold the ethical responsibilities of the profession as they prepare to serve schools and communities with integrity, competence, and respect.

Graduate students in the School Psychology program are expected to uphold the highest standards in all areas of professional practice and scholarly research. Adherence to ethical principles is essential to ensure the well-being of the students and communities they serve, and to maintain the integrity of the school psychology profession.

All graduate students are required to adhere to the ethical standards and policies outlined in the National Association of School Psychologists' Principles for Professional Ethics, <https://www.nasponline.org/standards-and-certification/professional-ethics>, and the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, <https://www.apa.org/ethics/code>. Compliance with these professional



ethical guidelines is a condition of participation in the program and applies to all academic, clinical, and field-based activities.

Disposition Framework

Development of professional dispositions and competencies is central to the holistic preparation of school psychology graduate students. In addition to knowledge and skills, graduate students are expected to demonstrate professional characteristics such as respect for diversity, social justice, effective communication and collaboration, adaptability, responsibility, initiative, dependability, and technological competence.

The FHSU Psychology Department monitors four areas of disposition through the program:

1. Communication and collaboration- Demonstrating effective communication with diverse stakeholders and promoting equitable outcomes.
2. Professional Engagement- Showing initiative, adaptability, and dependability in professional contexts.
3. Commitment to Professional Growth- Exhibiting self-awareness, openness to feedback, and proactive professional learning.
4. Ethical and Professional Leadership- Acting in accordance with NASP and APA ethical guidelines, promoting inclusivity, and developing professional identity with leadership skills.

Each semester, faculty advisors, supervisors, and staff provide feedback through the School Psychology Dispositional Assessment. The School Psychology Committee reviews this feedback, and students receive a dispositional letter outlining their ratings along with any recommendations or the need for a growth plan. Additionally, students complete dispositional self-assessments during their first semester in the program and again at the start of the practicum. These self-assessments are designed to encourage reflection, self-awareness, and proactive professional development.

If a student demonstrates concerns regarding dispositional or professional competency, a structured Dispositional or Professional Competency Growth Plan may be initiated. Growth plans provide actionable feedback and support for improvement, with progress monitored by the Program Director and faculty. Plans include mid-point and final evaluations, and students are expected to demonstrate satisfactory growth within the designated timeline.

Failure to meet expectations may result in probation, removal from the field placement, or dismissal from the program. In cases of significant ethical or policy violations, dismissal may occur immediately in accordance with Department and Graduate School procedures. Students retain the right to due process and may follow the Department and



Graduate School appeals processes. **The complete dispositional framework is provided in Appendix D.**

Appendix A

Course and Accreditation Alignment with NASP Objectives

FHSU School Psychology Accreditation & Objective Alignment with NASP Domains of Practice									
NASP Domain 1	NASP Domain 2	NASP Domain 3	NASP Domain 4	NASP Domain 5	NASP Domain 6	NASP Domain 7	NASP Domain 8	NASP Domain 9	NASP Domain 10
KSDE Standard 1 Data-Based Decision Making	KSDE Standard 2 Consultation Collaboration	KSDE Standard 3 Academic Intervention	KSDE Standard 4 Behavioral Intervention	KSDE Standard 5 School-Wide Learning	KSDE Standard 6 Safe-Supportive Schools	KSDE Standard 7 Family Community Collaboration	KSDE Standard 8 Equitable Practices	KSDE Standard 9 Research/Evidence-Based Practices	KSDE Standard 10 Legal, Ethical, & Professional Practices
CAEP RA1.1 Data Literacy	CAEP RA1.1 Collaboration						CAEP RA 1.1 Diversity	CAEP RA 1.1 Research	CAEP RA 1.1 Ethics, Law, and Standards
FHSU School Psychology M.S. & Ed.S. Courses									
PSY 840	PSY 880	PSY 810	PSY 685	PSY 880	PSY 685	PSY 880	PSY 810	PSY 845	PSY 830
PSY 880	PSY 846	PSY 820	PSY 810	PSY 848	PSY 880	PSY 846	PSY 812	PSY 850	PSY 880
PSY 848	PSY 981	PSY 880	PSY 812	PSY 846	PSY 970	PSY 970	PSY 830	PSY 880	PSY 982
PSY 970	PSY 978	PSY 848	PSY 880	PSY 978	PSY 982	PSY 981	PSY 840	PSY 846	PSY 999
PSY 988	PSY 999	SPED 832	PSY 970	PSY 999	PSY 978	PSY 978	PSY 880	PSY 982	
PSY 999		PSY 988	PSY 988			PSY 999	PSY 970	PSY 999	
		PSY 999					PSY 988		
							PSY 978		
							PSY 999		
FHSU Field Placement									
PSY 984	PSY 984	PSY 984	PSY 984	PSY 984	PSY 984	PSY 984	PSY 984	PSY 984	PSY 984
PSY 985	PSY 985	PSY 985	PSY 985	PSY 985	PSY 985	PSY 985	PSY 985	PSY 985	PSY 985
PSY 986	PSY 986	PSY 986	PSY 986	PSY 986	PSY 986	PSY 986	PSY 986	PSY 986	PSY 986
PSY 987	PSY 987	PSY 987	PSY 987	PSY 987	PSY 987	PSY 987	PSY 987	PSY 987	PSY 987



Appendix B

Overview of Program Updates

M.S. Program of Study Updates	
Old M.S. Program of Study: 30 Credit Hours	Updated M.S. Program of Study: 30 Credit Hours
PSY 685 Behavior Therapy (3)	PSY 685 Behavior Therapy (3)
PSY 810 Developmental Psych I (3)	PSY 810 Developmental Psych I (3)
PSY 812 Advanced Child Psychopathology (3)	PSY 812 Advanced Child Psychopathology (3)
PSY 820 Advanced Learning & Motivation (3)	PSY 820 Advanced Learning & Motivation (3)
PSY 830 Professional Ethics in Psychology (3)	PSY 830 Professional Ethics in Psychology (3)
PSY 840 Appraisal of Children (4)	PSY 840 Appraisal of Children (4) Course updated to align course load with credit hours and course learning objectives, allowing excess content to be moved to a new course, PSY 988 Advanced Appraisal of Children.
PSY 845 Experimental Methods (3)	PSY 845 Experimental Methods (3)
PSY 850 Inferential Statistics (3)	PSY 850 Inferential Statistics (3)
PSY 880 Methods in School Psychology (3)	PSY 880 Methods in School Psychology (2) Reduction by 1 credit hour, due to removing content and objectives duplicated in PSY 685 Behavior Therapy, shifting content and objectives to a new course, PSY 848 Multi-Tiered Interventions in Schools, and allowing the new course, PSY 848, the necessary 3 credit hours without adding to the overall credit requirements for the M.S. degree.



PSY 881 Observations in School Psych (1)	Remove: Content will be included in PSY 685 Behavior Therapy, PSY 848 Multi-Tiered Interventions in Schools, and PSY 988 Advanced Appraisal of Children.
PSY 895 Pro-Seminar: CBM (1)	Remove: Content will be included in PSY 848 Multi-Tiered Interventions in Schools
	PSY 848 Multi-Tiered Interventions in Schools (3) Addition of a new course related to best practices in intervention design, implementation, and fidelity that would incorporate some objectives from PSY 881, PSY 895, and PSY 880, in addition to the creation of new objectives related to best practices in intervention and progress monitoring design, implementation, and evaluation.
Ed.S. Program of Study Updates	
Old Ed.S. Program of Study: 36 Credit Hours	Updated Ed.S. Program of Study: 30 Credit Hours
AEP 880 Cultural Diversity (3)	Remove: Objectives related to diversity are incorporated throughout coursework in M.S. and Ed.S. programs. Through eliminating this course, new courses could be incorporated into the Ed.S. Program of Study Ed.S. program of study to enhance curriculum.
SPED 832 Teaching Reading in Special Education (3)	SPED 832 Teaching Reading in Special Education (3) *Meets Sci of Reading Requirement for KSDE
SPED 860 Transition in Special Education (3)	Remove: Note content distributed to PSY 984 Practicum and PSY 985 Advanced Practicum, PSY 880 Methods in School Psychology, and PSY 988 Advanced Appraisal of Children
PSY 846 Program Evaluation (3)	PSY 846 Program Evaluation (3)



PSY 970 Counseling and Mental Health Interventions in School Psychology (3)	PSY 970 Counseling and Mental Health Interventions in School Psychology (4) Increase credit by 1 hour to align credits with course requirements and expand role-play practice, instructor feedback, and intervention strategies content
PSY 981 Psychological Consultation in the Schools (3)	PSY 981 Psychological Consultation in the Schools (3)
PSY 982 Legal Issues in School Psychology (3)	PSY 982 Legal Issues in School Psychology (3)
PSY 984 Practicum, Fall Semester (3)	PSY 984 Practicum, Fall Semester (4) Increase the credit by 1 hour to align with course requirements, including required field hours, synchronous class time, university supervision, and course assignments
PSY 984 Practicum, Spring Semester (6)	PSY 985 Advanced Practicum, Spring Semester (6) Assigned a new course number and title to align with the increase in course requirements, including expectations for increased independence in field placement and case study requirements
PSY 990 Portfolio Part 1 (3)	PSY 999 Field Study (3) Portfolio-related requirements will be completed during Internship, where the work is more relevant to NCSP application and in alignment with NASP requirements. The Ed.S. Capstone project, beginning Fall 2025, now requires oral defense of an Academic Case Study based on the NASP Individual Problem-Solving Report.
PSY 990 Portfolio Part 2 (3)	Portfolio-related requirements will be completed during Internship, where the work is more relevant to NCSP application and in alignment with NASP requirements. By removing 1 semester of Capstone requirements, new courses could be incorporated into the Ed.S. Program of Study



	PSY 988 Advanced Appraisal of Children (3) Addition of a new course for advanced assessment practices which will include objectives from PSY 840 and creation of new objectives related to data-based decision making.
	PSY 978 Prevention and Intervention for Safe and Supportive Schools (3) Addition of a new course for new objectives related services to promote safe and supportive schools.
School Psychology Internship Requirements	
Old Non-Degree Internship: 4 Credit Hours	Updated Non-Degree Internship: 6 Credit Hours
PSY 985 Internship I (2)	PSY 985 Internship I (3) Update requirements to align with NASP standards for graduate training, including activities previously completed during PSY 990 Portfolio and the addition of a Behavior Case Study that better aligns with the NASP Problem Solving Process and NCSP Rubric
PSY 986 Internship II (2)	PSY 986 Internship II (3) Update requirements to align with NASP standards for graduate training, including activities previously completed during PSY 990 Portfolio and the addition of a Behavior Case Study that better aligns with the NASP Problem Solving Process and NCSP Rubric



Appendix C

Semester-By-Semester Course Track Tables

Online Track 1

M.S. School Psychology Online: Track 1 (3 years + Internship)		
Semester of Study	Course Numbers & Title	Credit Hours
Fall 1 (8)	PSY 685 Behavior Therapy	3
	PSY 845 Experimental Methods	3
	PSY 880 Methods in School Psychology	2
Spring 1 (9)	PSY 812 Advanced Child Psychopathology	3
	PSY 820 Advanced Learning & Motivation	3
	PSY 850 Inferential Statistics	3
Summer 1 (4)	PSY 840* Appraisal of Children	4
Fall 2 (9)	PSY 830 Professional Ethics in Psychology	3
	PSY 810 Developmental Psychology I	3
	PSY 848 Multi-Tiered Interventions in Schools	3
Ed.S. School Psychology Online: Track 1		
Spring 2 (10)	PSY 846 Program Evaluation	3
	PSY 970* Counseling & Mental Health Interventions in School Psychology	4
	PSY 981 Psychological Consultation in the Schools	3
Summer 2 (3)	PSY978* Prevention & Intervention for Safe and Supportive Schools	3
Fall 3 (11)	PSY 988* Advanced Appraisal of Children	4
	PSY 982 Legal Issues in School Psychology	3
	PSY 984* Practicum in School Psychology	4
Spring 3 (12)	SPED 832 Teaching Reading in Special Education	3
	PSY 985* Practicum in School Psychology	6
	PSY 990 Capstone in School Psychology	3
Internship (Fall Psy 986-3; Spring 987-3)		
*Indicates the five-day on-campus requirement or a synchronous class.		

**Online Track 2**

M.S. School Psychology Online: Track 2 (4 years + Internship)		
Semester of Study	Course Number & Title	Credit Hours
Fall 1 (8)	PSY 685 Behavior Therapy	3
	PSY 845 Experimental Methods	3
	PSY 880 Methods in School Psychology	2
Spring 1 (6)	PSY 812 Advanced Child Psychopathology	3
	PSY 850 Inferential Statistics	3
Summer 1 (4)	PSY 840* Appraisal of Children	4
Fall 2 (6)	PSY 830 Professional Ethics in Psychology	3
	PSY 848 Multi-Tiered Interventions in Schools	3
Spring 2 (6)	PSY 820 Advanced Learning & Motivation	3
	PSY 810 Developmental Psychology I	3
Ed.S. School Psychology Online: Track 2		
Summer 2 (3)	PSY 978* Prevention & Intervention for Safe and Supportive Schools	3
Fall 3 (7)	PSY 982 Legal Issues in School Psychology	3
	PSY 988* Advanced Appraisal of Children	4
Spring 3 (7)	PSY 970* Counseling & Mental Health Interventions in School Psychology	4
	PSY 981 Psychological Consultation in the Schools	3
Summer 3 (3)	PSY 846 Program Evaluation	3
Fall 4 (7)	PSY 984* Practicum in School Psychology	4
	SPED 832 Teaching Reading in Special Education	3
Spring 4 (9)	PSY 985* Practicum in School Psychology	6
	PSY 990 Capstone in School Psychology	3
Internship (Fall PSY 986-3; Spring 987-3)		
*Indicates the five-day on-campus requirement or a synchronous class.		

*Online Accelerated*

M.S. School Psychology Online Accelerated (3 years + Internship)		
Semester of Study	Course Number & Title	Credit Hours
Sr. Fall (3)	PSY 685 Behavior Therapy	3
Sr. Spring (3)	PSY 812 Advanced Child Psychopathology	3
Fall (8)	PSY 845 Experimental Methods	3
	PSY 880 Methods in School Psychology	2
	PSY 848 Multi-Tiered Intervention in Schools	3
Spring 1 (6)	PSY 820 Advanced Learning & Motivation	3
	PSY 850 Inferential Statistics	3
Summer 1 (4)	PSY 840* Appraisal of Children	4
Fall 2 (6)	PSY 830 Professional Ethics in Psychology	3
	PSY 810 Developmental Psychology I	3
Ed.S. School Psychology Online Accelerated		
Spring 2 (10)	PSY 846 Program Evaluation	3
	PSY 970* Counseling & Mental Health Interventions in School Psychology	4
	PSY 981 Psychological Consultation in the Schools	3
Summer 1 (3)	PSY 978* Prevention & Intervention for Safe and Supportive Schools	3
Fall 3 (11)	PSY 982 Legal Issues in School Psychology	3
	PSY 988* Advanced Appraisal of Children	4
	PSY 984* Practicum in School Psychology	4
Spring 3 (12)	PSY 832 Teaching Reading in Special Education	3
	PSY 985* Practicum in School Psychology	6
	PSY 990 Capstone in School Psychology	3
Internship (Fall PSY 986-3; Spring 987-3)		
*Indicates the five-day on-campus requirement or a synchronous class.		



Hybrid Track (Online/On-Campus)

M.S. School Psychology Hybrid (2 years + Internship)		
Semester of Study	Course Number & Title	Credit Hours
Fall 1 (15)	PSY 685 Behavior Therapy	3
	PSY 840 Appraisal of Children	4
	PSY 845 Experimental Methods	3
	PSY 880 Methods in School Psychology	2
	PSY 848 Multi-Tiered Interventions in Schools	3
Spring 1 (15)	PSY 810 Developmental Psychology I (Online format)	3
	PSY 812 Advanced Child Psychopathology	3
	PSY 820 Advanced Learning & Motivation	3
	PSY 830 Professional Ethics in Psychology	3
	PSY 850 Inferential Statistics	3
Ed.S. School Psychology Hybrid		
Summer 1 (3)	PSY 978* Prevention & Intervention for Safe and Supportive Schools	3
Fall 2 (13)	SPED 832 Teaching Reading in Special Education	3
	PSY 982 Legal Issues in School Psychology	3
	PSY 988* Advanced Appraisal of Children	4
	PSY 984* Practicum in School Psychology	4
Spring 2 (19)	PSY 846 Program Evaluation	3
	PSY 970* Counseling & Mental Health Interventions in School Psychology	4
	PSY 981 Psychological Consultation in the Schools	3
	PSY 985* Practicum in School Psychology	6
	PSY 990 Capstone in School Psychology	3
Internship (Fall PSY 986-3; Spring 987-3)		
*Indicates the five-day on-campus requirement or a synchronous class.		



Hybrid Accelerated (Online/On-Campus)

M.S. School Psychology Hybrid Accelerated (2 years + Internship)		
Semester of Study	Course Number & Title	Credit Hours
Sr. Fall (3)	PSY 685 Behavior Therapy	3
Sr. Spring (6)	PSY 810 Developmental Psychology I	3
	PSY 830 Professional Ethics in Psychology	3
Fall 1 (12)	PSY 840 Appraisal of Children	4
	PSY 845 Experimental Methods	3
	PSY 880 Methods in School Psychology	2
	PSY 848 Multi-Tiered Interventions in Schools	3
Spring 1 (9)	PSY 812 Advanced Child Psychopathology	3
	PSY 820 Advanced Learning & Motivation	3
	PSY 850 Inferential Statistics	3
Ed.S. School Psychology Hybrid Accelerated		
Summer 1 (3)	PSY 978* Prevention & Intervention for Safe and Supportive Schools	3
Fall 2 (14)	SPED 832 Teaching Reading in Special Education	3
	PSY 982 Legal Issues in School Psychology	3
	PSY 988* Advanced Appraisal of Children	4
	PSY 984* Practicum in School Psychology	4
Spring 2 (19)	PSY 846 Program Evaluation	3
	PSY 970* Counseling & Mental Health Interventions in School Psychology	4
	PSY 981 Psychological Consultation in the Schools	3
	PSY 985* Practicum in School Psychology	6
	PSY 990 Capstone in School Psychology	3
Internship (Fall PSY 986-3; Spring 987-3)		
*Indicates the five-day on-campus requirement or a synchronous class.		



Appendix D

School Psychology Graduate Program Dispositional Framework

Purpose of Assessing Disposition and Professional Competencies

Assessing and supporting the development of school psychology graduate student's professional disposition and professional competencies during graduate preparation is essential to the wholistic development of the graduate student. Professional competence requires not only content knowledge and skills, but also professional work characteristics, including respect for human diversity and social justice, communication skills, advocacy skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technological competence. The structured assessment of disposition allows for timely, individualized feedback that assists in fostering a positive learning environment focused on prevention and early intervention of dispositional concerns. Professional competencies are further assessed through key assignments during courses and through field-placement evaluations completed by site-supervisors during practicum and internship.

Areas of Disposition

The FHSU Psychology Department has identified four areas of disposition that are monitored from the first semester of enrollment through completion of the school psychology internship. These areas of disposition include:

1. **Communication and Collaboration:** The graduate student utilizes effective verbal, written, interpersonal, and technological communication skills to collaborate with diverse stakeholders, including peers, faculty, supervisors, school staff, students, and families, while demonstrating respect for human diversity and promoting equitable outcomes.
2. **Professional Engagement:** The graduate student demonstrates consistent engagement, initiative, adaptability, and dependability in professional settings.
3. **Commitment to Professional Growth:** The graduate student demonstrates self-awareness, openness to feedback, and a proactive commitment to continued learning and professional growth.
4. **Ethical and Professional Leadership:** The graduate student demonstrates ethical behavior in alignment with NASP and APA ethical guidelines, displays inclusivity and sensitivity to individual differences, establishes a professional identity, and exhibits appropriate leadership skills.

Assessment Procedures: Faculty Evaluations



Each semester, all active school psychology graduate students will be evaluated utilizing the School Psychology Dispositional Assessment. The Program Director will elicit dispositional feedback from all course instructors, advisors, mentors, staff, and supervisors using the dispositional assessment and additional anecdotal feedback. This feedback is used to identify areas of need that will be further discussed during the end of semester dispositional review, in which the School Psychology Committee, along with any other relevant faculty and/or supervisor, will convene to determine final dispositional ratings and recommendations. After committee review, students will be provided with a dispositional letter to include their dispositional rating and as needed, recommendations for dispositional development or the need for a Dispositional Growth Plan.

Assessment Procedures: Self-Assessment

School psychology graduate students will complete the School Psychology Dispositional Self-Assessment during their first semester of the program and during their first semester of practicum field-placement. These self-assessments serve as an opportunity to reflect on personal strengths and weaknesses, which can improve self-awareness and enhance professional competence. Students are encouraged to continue on-going monitoring of their dispositional skills and use their self-assessments to inquire about strategies for improvement during program advising, field-placement supervision, and other optional mentorship opportunities.

Dispositional or Professional Competency Growth Plans

When a graduate student fails to demonstrate adequate progress in disposition development or professional competency, in response to recommendations provided through the dispositional letter or instructor/supervisor feedback, or the student exhibits behaviors counter to dispositional or professional expectations, opportunities for advising and professional growth will be provided through a dispositional or professional competency growth plan. This plan will be developed in consultation with the graduate student and Program Director. Additionally, the Department Chair, faculty, advisors, mentors, supervisors, and staff will also be included in the dispositional growth plan development as deemed appropriate by the Program Director.

When a dispositional or professional competency concern is identified, the growth plan will include actionable feedback to help the graduate student understand the issue and demonstrate growth and improvement. The procedures outlined below will be followed in developing and carrying out the growth plan.

1. The Program Director will issue a letter to the student outlining the area of concern. This letter will indicate that a growth plan is being initiated.
2. The graduate student will have 5 business days to contact the Program Director to acknowledge receipt of the letter and provide their availability for a Zoom meeting to develop the growth plan.



3. Upon receiving acknowledgement of receiving the letter and student availability, the Program Director will identify any faculty/staff who will be involved in the meeting, which should occur within 10 business days.
4. At the dispositional growth plan meeting, the Program Director will review any related assessments and recommendations for the development of the growth plan. After the plan has been developed and signed by the graduate student and Program Director, the plan will be shared with the Department Chair, student's program advisor, and university and site-based supervisors (if in practicum or internship).
5. Follow-up with the student is the responsibility of the Program Director in consultation with faculty and supervisors involved in the dispositional growth plan.

Growth Plan Policy

- The student will sign the growth plan to signify acknowledgement of the plan and agreement to implement the plan.
- The Program Director, or faculty designee, will meet with the student by the date identified on the growth plan to conduct a mid-point evaluation.
- The Program Director, or faculty designee, will meet with the student by the date identified on the growth plan to review the outcomes of the growth plan and determine whether the plan is satisfactorily completed.
- Upon completion of the growth plan, the Program Director will inform the graduate student of the outcome both verbally and in writing.
- If continued remediation is recommended at the end of the first growth plan, the growth plan may be modified or revised. The graduate student is expected to satisfactorily complete the growth plan during the next semester.
- If the issue is not resolved in the next semester, the concern is forwarded to the Psychology Department Chair for further consultation. At that time, the graduate student is subject to removal from field-placement, probation, and/or dismissal from the program.
- The graduate student has the right to due process and may follow Department and Graduate School appeals processes.
- Consistent with program and department policy, a student may be dismissed from the program prior to or during the implementation of a dispositional growth plan if a major violation of ethics or program policy occurs. Dismissals for unethical or egregious violations of policy will be determined at the discretion of the Program Director and Department Chair following Department and Graduate School procedures.



Appendix D (Continued)

1. Communication and Collaboration

The graduate student utilizes effective verbal, written, interpersonal, and technological communication skills to collaborate with diverse stakeholders, including peers, faculty, supervisors, school staff, students, and families, while demonstrating respect for human diversity and promoting equitable outcomes.

	Exceeds Proficiency	Proficient	Developing Proficiency	Not Proficient
Verbal & Nonverbal Communication (NASP Domains 2, 8, and 10)	Conveys respect, cultural awareness, confidence, and enthusiasm in all settings; communication enhances collaboration and trust.	Conveys respect and cultural sensitivity; engages positively with diverse individuals.	Basic engagement; may struggle to adjust communication for diverse audiences.	Communication is unclear, disrespectful, or culturally insensitive.
Written Communication (NASP Domains 2, 8, and 10)	Consistently clear, professional, and culturally responsive with correct structure, grammar, and tone in all formats.	Clear and respectful with appropriate structure and tone; minor issues do not affect professionalism.	Some issues with clarity, tone, or professionalism.	Frequently unclear, informal, or inappropriate tone or grammar.
Technological Communication (NASP Domains 2, 8, and 10)	Skillfully uses digital tools (e.g., email, learning platforms, data systems) to communicate professionally and inclusively.	Uses digital tools appropriately and responsibly to communicate.	Uses digital tools appropriately and responsibly to communicate.	Struggles with appropriate or responsible use of communication technologies.
Collaboration (NASP Domain 2)	Actively seeks collaboration and consistently works well with others.	Works well with others and seeks out collaboration as appropriate.	Works with others without major issues but doesn't actively seek collaboration.	Has difficulty working with others or resists collaboration.



2. Professional Engagement

The graduate student demonstrates consistent engagement, initiative, adaptability, and dependability in professional settings.

	Exceeds Proficiency	Proficient	Developing Proficiency	Not Proficient
Initiative and Contribution (NASP Domain 10)	Independently identifies meaningful ways to contribute to the field and community; consistently initiates tasks and follows through.	Identifies ways to contribute; completes tasks reliably.	Needs guidance to contribute meaningfully; follow-through is inconsistent.	Passive or disengaged; does not contribute effectively.
Problem-Solving and Adaptability (NASP Domain 10)	Proactively addresses challenges with flexibility, respect, and solution-oriented thinking.	Responds to challenges respectfully and adapts when needed.	Is reactive or slow to adapt; solutions may be limited.	Avoids or mishandles challenges; rigid or resistant to change.
Professionalism in Appearance & Conduct (NASP Domain 10)	Always maintains professionalism in attire, language, and demeanor; sets a positive example.	Generally maintains professionalism; meets expectations.	Occasionally unprofessional; may need reminders.	Frequently unprofessional in appearance or conduct.
Dependability and Responsibility (NASP Domain 10)	Always reliable; consistently meets deadlines and fulfills responsibilities with minimal oversight.	Generally reliable and responsible; completes tasks on time.	Sometimes unreliable or requires reminders.	Frequently misses deadlines or neglects responsibilities.



3. Commitment to Growth, Reflection, and Feedback

The graduate student demonstrates self-awareness, openness to feedback, and a proactive commitment to continued learning and professional growth.

	Exceeds Proficiency	Proficient	Developing Proficiency	Not Proficient
Participation & Attendance (NASP Domain 10)	Attends all required events on time; volunteers for extra opportunities; models engagement.	Attends consistently and punctually; meets participation expectations.	Attendance and participation are generally consistent, with minor issues.	Frequently absent, late, or disengaged without communication.
Student Initiative and Self-Directed Learning (NASP Domain 10)	Fully engages with course materials and seeks additional resources/opportunities as needed. Proactively seeks support. Independently addresses challenges or uses university services as needed.	Regularly engages with course materials and occasionally seeks additional resources/opportunities. Seeks support when needed. Addresses most challenges with some support.	Inconsistently engages with materials and rarely seeks additional resources/opportunities. Occasionally seeks support when needed. Needs guidance to address challenges.	Rarely engages with course materials or additional resources/opportunities. Rarely seeks support when needed. Avoids or ignores challenges.
Receptivity to Feedback (NASP Domain 10)	Actively seeks feedback, reflects deeply, and integrates it into meaningful change.	Open to feedback and shows evidence of growth.	Accepts feedback but may require encouragement to reflect or apply it.	Resistant, dismissive, or avoids feedback.
Reflective Practice (NASP Domain 10)	Thoughtfully reflects on experiences, integrates new knowledge, and adapts practices to promote equity and effectiveness.	Reflects on experiences and adjusts accordingly.	Demonstrates limited reflection or inconsistent adjustments.	Rarely reflects or makes needed changes.



4. Ethical Behavior and Professional Identity

The graduate student demonstrates ethical behavior in alignment with NASP and APA ethical guidelines, displays inclusivity and sensitivity to individual differences, establishes a professional identity, and exhibits appropriate leadership skills.

	Exceeds Proficiency	Proficient	Developing Proficiency	Not Proficient
Ethical Practice (NASP Domain 10)	Consistently demonstrates integrity and ethical decision-making aligned with NASP/APA codes and ethical principles.	Adheres to ethical guidelines and shows good judgment.	Usually ethical, but may need support in complex situations.	Lacks awareness or application of ethical standards.
Professional Identity (NASP Domain 10)	Clearly embraces and articulates professional values; reflects a strong identity as a school psychologist-in-training.	Demonstrates commitment to the profession and is developing a strong identity.	Beginning to understand the professional role.	Lacks clarity or investment in the professional role.
Leadership and Influence (NASP Domain 10)	Models inclusive leadership; supports peers, mentors others, and leads problem-solving efforts.	Takes initiative to lead when appropriate and encourages teamwork.	Occasionally demonstrates leadership skills with support.	Avoids leadership opportunities; may impede group progress.
Commitment to Social Justice and Equity (NASP Domains 8 and 10)	Actively examines bias, challenges inequities, and adapts practices to meet diverse needs.	Demonstrates awareness of equity and diversity in professional growth.	Acknowledges the importance of equity but may struggle with application.	Disregards or avoids issues of bias, equity, or diversity.



Appendix D (Continued)

Dispositional or Professional Competency Growth Plan Template

Date:

Graduate Student:

Program Director:

Additional Program Representatives (Name & Position):

The purpose of the Dispositional Growth Plan is to provide a structured, goal-oriented approach to the development of essential dispositional skills necessary for the graduate student to be successful throughout graduate programming and beyond into their professional career.

<p>Area of Concern: List specific area of concern in detail referencing the associated disposition(s).</p>	<p>Growth Plan: Describe specific, actionable steps that the student must take to demonstrate appropriate dispositional growth related to the area of concern.</p>
<p>Mid-Point Evaluation Due Date:</p>	
<p>Mid-Point Evaluation: Describe the graduate student's progress toward meeting the Growth Plan and outline additional steps that should be taken during the remainder of the current semester.</p>	
<p>Growth Plan Completion Due Date:</p>	



Growth Plan Outcomes: Describe evidence that shows that the graduate student did or did not meet the Growth Plan requirements.

By signing this form, both the Program Director and the graduate student agree to the identified requirements in the Growth Plan. Once signed, a copy will be provided to the graduate student. Additionally, the Department Chair, student's program advisor, university and site-based supervisors (if in practicum or internship), and other faculty will be provided with the plan as appropriate.

Graduate Student Signature:

Date:

Program Director Signature:

Date:

Completion of Growth Plan

- **Growth Plan successfully met, no additional plan is needed**
- **Shows some growth, but a second plan is initiated**
- **Counseled out of the program**
- **Terminated from field-placement**
- **Referred to Department of Psychology for further review**
- **Other, specify:**

Graduate Student Signature:

Date:

Program Director Signature:

Date:



Appendix E

Program Agreement Form

School Psychology Graduate Program

Congratulations on your acceptance to the FHSU School Psychology Program for the Fall 2026 Cohort!

Please review the following requirements and conditions, which your academic advisor will also review during your initial advising meeting. We must receive your **signed program agreement by May 1st**. Any agreement not received by the deadline may result in a hold on graduate course enrollment. Please return this form by email to Amy Drinnon, Director of the School Psychology Graduate Program, at amdriannon@fhsu.edu.

Program Requirements & Conditions

By signing this agreement, the candidate acknowledges and agrees to the following conditions for the duration of their enrollment in the Fort Hays State University School Psychology Graduate Program:

- 1. Program Completion** – The Candidate must demonstrate a commitment to complete the entire School Psychology program, including both the M.S. and Ed.S. degrees and a 1-year internship post Ed.S.
 - a. The Candidate agrees to maintain **continuous enrollment** in the program track selected with guidance from their program academic advisor.
 - b. Should extenuating circumstances arise necessitating a deferment of enrollment, the Candidate must communicate this request in writing to the program director. Candidates have a **maximum of 3 years** to complete each degree, even if granted deferment.

- 2. Adherence to Program Policies** – The Candidate will read and abide by all policies outlined in the School Psychology Graduate Program Handbook, including policies from the FHSU Graduate School and Psychology Department, including updates that may occur throughout the Candidates program of study.
 - a. The Candidate agrees to check their FHSU email, Workday account, and the Program Homepage on Blackboard regularly to stay abreast with updates and other communication from the university, department, and program.

- 3. Background Checks** - Upon program acceptance, the Candidate will complete and pass a required background check, to be completed through **Validity Screening Solutions** and reviewed by the Program Director.



- a. The Candidate is expected to promptly communicate any changes in their status as it relates to their background check relevant to employment in K-12 public institutions to the Program Director.
 - b. The Candidate understands that a decision clearing the applicant for admission to the program does not guarantee future licensure or employability.
 - c. The Candidate agrees to complete additional background checks for district employment during practicum and/or internship as required by individual field placement sites.

4. **Academic Advising** – The Candidate agrees to meet with their program academic advisor, Professor Howard or Professor Drinnon, at least once each semester for the duration of their graduate program.

5. **Academic Performance and GPA** - The Candidate must maintain a cumulative **GPA of 3.25** or higher in the M.S. and Ed.S. programs. Earning a grade of C or lower in any course, or a cumulative GPA dropping below 3.25, requiring establishment of a plan of improvement with the Candidate’s advisor and/or the Program Director. Failure to demonstrate satisfactory improvement to GPA may result in dismissal from the program.

6. **Professional Disposition & Ethics** - The Candidate will uphold the highest standards of ethical and professional conduct. The program monitors four areas of disposition: **Communication and Collaboration, Professional Engagement, Commitment to Professional Growth, and Ethical and Professional Leadership**. Failure to demonstrate satisfactory growth in a Dispositional or Professional Competency Growth Plan may result in probation, removal from field placement, or dismissal from the program.

7. **Professional Requirements & Fees** – The Candidate agrees to the following requirements and any associated fees.
 - a. The Candidate will obtain and maintain a **student membership to NASP** for the duration of their enrollment in the graduate program. Candidates are encouraged, but not required, to maintain a student membership to their state school psychology organization.
 - b. The Candidate will obtain and maintain appropriate **professional liability insurance** for the duration of practicum and internship field placements.
 - c. The Candidate agrees to **purchase all required materials** for courses.
 - d. Candidates are **highly encouraged to keep all course materials for the duration of their program**, including syllabi, course textbooks, assignments with feedback, and additional materials provided by the course instructor. Candidates are responsible for downloading all course materials and



feedback before the end of each term. Course access closes at the end of the term, and materials cannot be retrieved afterward.

- e. The Candidate agrees to pay all **Candidate fees** as outlined in the School Psychology Handbook and billed to students through course enrollment.
 - f. The Candidate will independently register and pay for the **Praxis School Psychology Exam** during the final year of their Ed.S. program.
- 8. Class Participation & Engagement** – The Candidate agrees to maintain appropriate engagement in synchronous and asynchronous course requirements.
- a. The Candidate agrees to participate in all synchronous requirements, including, for virtual students, 1 week in-person on the FHSU campus in Hays, Kansas, during the first summer of the M.S. program and, for all students, weekly virtual classes for designated Ed.S. courses. Please note that synchronous course requirements may require weekly attendance during regular business hours.
 - b. The Candidate agrees to engage in asynchronous coursework, including logging into Blackboard at least weekly, adhering to the course schedule, and completing all required coursework.
- 9. Field Experience Requirements & Restrictions** – **The Candidate is required to seek and obtain field placement sites** for all courses requiring activities and learning experiences within a school setting, including practicum and internship.
- a. Students must have signed agreements between the university and the field placement site **before** completing any activities or learning experiences associated with FHSU coursework on-site in a school building, even if the school employs the Candidate.
 - b. **Field placement must not be completed in any school buildings where the Candidate may also be employed for different duties/positions.**

Appendix F

Program Expectations for Academic Performance

The following policies ensure that all students demonstrate the knowledge, skills, and professional competencies required for successful progression through the School Psychology Program and entry into professional practice. Students are also expected to comply with all [Psychology Departmental Policies](#) and [Graduate School Policies](#).

Course Grades

Course grades reflect the instructor's evaluation of a student's mastery of course content and professional skills.

- Passing Standard: A grade of B (80%) or higher is required in all courses.
- Course Repetition: Students earning below a B must repeat the course. Courses may be repeated only once and must be taken at Fort Hays State University.

Minimum Competency Requirement

In many courses within the school psychology program of study, particularly those that are considered to be heavily skills-based courses (e.g., assessment, counseling, field-based courses), specific assignments are designated as key assessments. These assessments are designed to evaluate critical professional competencies aligned with program and NASP standards.

- Identification: Each course syllabus identifies key assessments and outlines the minimum competency requirement for successful completion.
- Requirement for Course Completion: Students must demonstrate minimum competency in all key assessments to earn a passing grade in the course.
- Grading and Remediation:
 - Key assessments are weighted and may use a pass/fail scoring structure.
 - If a student does not meet the minimum competency standard, an opportunity for remediation may be offered at the instructor's discretion.
 - If minimum competency is not achieved following remediation, the highest possible course grade is a C, and the course must be retaken for program completion.

- Passing a key assessment does not guarantee a passing course grade. A passing course grade requires satisfactory completion of both key assessments and all other course components.

Completion of All Coursework

Students are expected to complete all required coursework assigned in each graduate course by the end of the semester, adhering to the instructor's set deadlines.

An Incomplete (“I”) may be issued only under exceptional circumstances as defined by the [Department of Psychology’s Incomplete Grade Policy](#).

- At least 80% of the work for the course up to the time of the request has been completed.
- Students must arrange with their instructor to complete outstanding work within the agreed-upon timeframe.

Late Work Expectations

The [Department of Psychology’s Late Work Policy](#) permits a maximum of one late submission (assignment, exam, or paper) in a semester-long course, unless otherwise specified by the instructor.

- Some instructors may not accept late work at all.
- Because key assessments demonstrate essential professional competency, failure to complete them by the due date may result in a failing grade for the course unless an exception is approved for extenuating circumstances.
- Exceptions are considered case-by-case by the course instructor and department chair.

Synchronous Attendance Requirements

Certain courses, listed below, include required synchronous meetings to support skill development and professional supervision.

- Meeting times are announced at least one semester in advance and typically occur during regular business hours.
- Students are responsible for ensuring their availability to attend required sessions.
- In general, students are expected to attend all synchronous sessions, with no more than one absence permitted in a 16-week course (at the instructor’s discretion).

- Specific attendance policies are detailed in each course syllabus.

Courses Requiring Synchronous Attendance

Online Courses	Synchronous Format	Synchronous Requirement
PSY 840 (Summer)	On-Campus	1 Week Intensive
PSY 970 (Spring)	Zoom	90 minutes weekly
PSY 984 (Fall & Spring)	Zoom	120 minutes weekly
PSY 985/986 (Fall & Spring)	Zoom	240 minutes per semester
PSY 988 (Fall)	Zoom	90 minutes weekly
PSY 978 (Summer)	Zoom	120 minutes weekly

Appendix G

Ed.S. Capstone Project Guidance Documents

School Psychology Program Policy Update Ed.S. Capstone Project Requirements

Description and Purpose of the Ed.S. School Psychology Case Study Project

The Ed.S. School Psychology Case Study Project fulfills the FHSU graduate school capstone requirement. This project requires candidates to demonstrate professional knowledge and skill proficiency by completing a case study, which mirrors NASP guidelines for a comprehensive Problem-Solving Report. While the four components of the case study will be completed as assignments during practicum, candidates will receive guidance from an assigned faculty mentor as they complete their final case study document, engage in goal setting, and prepare for their oral defense of the case study project. Candidates will enroll in one semester of PSY 999 Field Study (3 credit hours) in the final spring of their Ed.S. program of study related to the completion, presentation, and defense of the case study project. The comprehensive Problem-Solving Report (Case Study Report) is a required component of the [Non-NASP Approved Program NCSP](#) application ([NASP Problem Solving Report Rubric](#)), thus the purpose of this project is threefold:

- 1) Ensure that candidates demonstrate mastery of knowledge and skills related to comprehensive problem-solving processes utilizing single-subject research design, a key professional practice for school psychologists, which requires application of knowledge and skills across most domains, if not all, of the NASP Practice Model (NASP 10 Domains of Professional Practice);
- 2) Ensure that candidates can present and defend their data-based and evidence-based decision-making practices in a coherent, comprehensive, and professional manner; and
- 3) Assist candidates in building knowledge and skills needed to complete the Problem-Solving Report as it relates to the NCSP Non-NASP Approved Program Application process.

General Guidelines for the Case Study

Your case study project will span the fall and spring semesters of practicum, focused on an academic problem for a single student that requires direct intervention and will be completed in the following sequential stages: problem identification, problem analysis, intervention, and evaluation. The case study is a written report that should be no longer than 10 pages (excluding title page, references, and any appendices) and must adhere to current American Psychological Association (APA) formatting guidelines. The first three portions of this assignment (problem identification, problem analysis, and intervention) will be completed during the fall semester, and the last stage of the case study (evaluation) will be completed in the spring semester. A concise description of the case study follows below:

- **Problem Identification (Academic Case Study Report Part A completed in fall):** You will clearly identify the *problem* (dependent variable) that you will focus on for your case study. At minimum, you will conduct a thorough record review, interview relevant stakeholders, and directly observe any behaviors of concern to inform your creation of a detailed operational definition for the problem (dependent variable). You must also collect and/or

present data in your report that allows for a direct comparison of how the performance of your target student compares to their peers or expected levels of performance. Please note that your case study must focus on an academic concern (e.g., reading fluency), not a conduct concern (e.g., physical aggression).

- **Problem Analysis (Academic Case Study Report Part B completed in fall):** This portion of the case study involves you developing and testing at least two hypotheses to determine *why* the problem (dependent variable) is occurring. You must collect and/or present data in your report that supports or refutes each of your hypotheses, then describe the problem (dependent variable) in terms of a skill deficit (student *cannot* perform adequately because they do not have the requisite skill) or a performance deficit (student has the requisite skill, but *will not* perform adequately). The last step in this stage of the case study is to use what you have learned to propose an intervention (independent variable) for the problem (dependent variable) that is logically connected to your data and that is supported by peer-reviewed research (at least one citation is required and candidates are encouraged to incorporate additional references throughout their capstone case study project).
- **Intervention (Academic Case Study Report Part C completed in fall):** This portion of the case study involves you detailing the intervention plan you are proposing. At minimum, you must thoroughly describe all aspects of the intervention in a manner that would allow for another practitioner to replicate it, discuss your procedures for ensuring acceptability of the intervention amongst stakeholders (e.g., parents and staff), articulate the performance goal that is reasonable for your dependent variable, articulate the data collection plan for your dependent variable, and describe your plan for assessing treatment fidelity. Please note, while you *may* proceed with implementing your intervention during the fall semester, this is only possible if you submit this portion of your report early **and only if** your university supervisor and case study mentor grant approval to proceed ahead of schedule. Although it may be practical for you to begin intervention implementation during the fall semester in some circumstances, you are only required to proactively articulate the intervention plan that will be implemented during the spring semester, you are not required to implement the intervention during the fall.
- **Evaluation (Academic Case Study Report Part D completed in spring):** This portion of your case study involves actually implementing the intervention that was proposed, collecting data, and then presenting your data in the case study report. At minimum, you must ensure you have collected adequate baseline data (this will differ from case to case), 8 intervention data points, and 6 weeks of intervention data. You must discuss the dependent variable data and treatment fidelity data via a narrative/written analysis and at least one graph. You must thoroughly describe your visual analysis of the data (e.g., level, trend, and variability) and/or statistical analysis to clearly articulate any effects of the independent variable on the dependent variable. After presenting the results in a more objective fashion, you will then offer a more subjective analysis of your findings where you discuss limitations of your case study and offer recommendations for future research and for your target student, specifically.

After completing the case study report, you should have a document that mirrors the requirements from the [NCSP Problem-Solving Report Rubric](#).

Case Study Project Mentorship

A required component of the case study project is engagement in a mentor/mentee relationship with a FHSU School Psychology Committee member. The School Psychology Committee will assign and communicate mentor assignments with candidates by August 15th of the candidate's practicum year, and candidates should initiate contact with their assigned mentor by August 29th. The role of the case study mentor is to support candidates through guided reflection on feedback provided by practicum supervisors, answering questions, and providing guidance to candidates as they prepare for the oral defense of their case study project.

At minimum, the mentor and candidate should meet five times over the course of the candidate's practicum year. While the mentor and candidate can set expectations for when to meet and choose to meet more frequently, a meeting should be held following completion of each of the four primary components of the case study as it is completed in practicum and in advance of the case study defense.

1. Academic Case Study Report (Part A) – Fall
2. Academic Case Study Report (Part B) – Fall
3. Academic Case Study Report (Part C) – Fall
4. Academic Case Study Report (Part D) – Spring
5. Defense preparation meeting – Spring

Candidates should refer to their PSY984 Practicum in School Psychology syllabi for more information about the case study assignments and due dates. While the mentor may set individual requirements for these meetings, a general expectation is that candidates arrive prepared for each meeting:

- Having proactively shared the feedback provided by their university practicum supervisor with their case study mentor in advance.
- Prepared to pose questions, to offer points of discussion, and to share ideas they have generated for continued progress on the project.

Candidates should depart the meeting with action steps regarding what they will do next to make changes/progress and a plan for follow up with the case study mentor.

*Please note that it is not the case study mentor's role to evaluate or critique technical elements or grades related to the case study that are addressed by the practicum instructor, rather, the case study mentor's role is to provide guidance related to the problem-solving process and preparation for the Case Study Defense. Please refer to the **School Psychology Case Study Project Mentorship Guidance** for more information on expectations for engagement in the mentorship relationship.*

Case Study Defense

The defense, consisting of the candidate's presentation (20 min), committee questions (10 min) and deliberation/feedback (15 min) of 45 minutes or less, may be presented in person or through an online meeting platform (e.g. Zoom). The defense committee will be comprised of the candidate's case study mentor serving as chair and one additional FHSU Department faculty member (as determined by the school psychology committee). The case study mentor and candidate will determine a third member of the defense committee with appropriate professional qualifications from outside of the school psychology committee (e.g. site-based practicum

supervisor, trusted colleague, faculty or adjunct). This member must be approved by the school psychology committee prior to the candidate's defense being scheduled.

The candidate will submit to the defense committee members the completed case study report at least seven calendar days in advance of the scheduled defense date and prepare presentation slides (approximately 20 minutes) that discuss the parameters and major components of their case study and provide rationale/defense of recommendations/interventions. The candidate should be prepared to respond to questions from the defense committee (approximately 10 minutes). Following the completion of the presentation and question/answer components, the committee will have a private discussion to make a final decision. The decision and feedback will then be immediately communicated to the candidate.

Case Study Defense Decisions

Decisions are based on a simple majority and do not have to be unanimous. If a consensus cannot be reached among the defense committee, the ultimate decision rests with the FHSU faculty members serving on the committee.

Several outcomes can be selected including:

1. Pass - Accept the document and defense as is.
2. Pass with minor revisions - Accept the document and defense with minor revisions to be approved by the candidate's case study mentor.
3. Hold the decision – No decision is rendered until required major revisions are reviewed/approved by the entire committee.
4. Fail - Unacceptable



**FORT HAYS STATE
UNIVERSITY**
DEPARTMENT OF
PSYCHOLOGY

**Ed.S. Capstone Project
School Psychology Case Study Project Mentorship Guidance**

A required component of the Case Study Project is engagement in a mentor/mentee relationship with a FHSU School Psychology Committee member. The School Psychology Committee will assign and communicate case study mentor assignments with candidates by August 15th of the candidate's practicum year, and candidates should initiate contact with their assigned mentor by August 29th. The role of the case study mentor is to support candidates through guided reflection on feedback provided by practicum supervisors, answering questions, and providing guidance to candidates as they prepare for the oral defense of their case study project.

At minimum, the case study mentor and candidate should meet five times over the course of the candidate's practicum year. While the mentor and candidate can set expectations for when to meet and choose to meet more frequently, a meeting should be held following completion of each of the four primary components of the case study as it is completed in practicum and in advance of the case study defense.

1. Academic Case Study Report (Part A) – Fall
2. Academic Case Study Report (Part B) – Fall
3. Academic Case Study Report (Part C) – Fall
4. Academic Case Study Report (Part D) – Spring
5. Defense preparation meeting – Spring

Candidates should refer to their PSY984 Practicum in School Psychology syllabi for more information about the case study assignments and due dates. While the case study mentor may set individual requirements for these meetings, a general expectation is that candidates arrive prepared for each meeting:

- Having proactively shared the feedback provided by their university practicum supervisor with their case study mentor in advance.
- Prepared to pose questions, to offer points of discussion, and to share ideas they have generated for continued progress on the project.

Candidates should depart the meeting with action steps regarding what they will do next to make changes/progress and a plan for follow up with the mentor.

Please note that it is not the case study mentor's role to evaluate or critique technical elements or grades related to the case study that are addressed by the practicum instructor, rather, the case study mentor's role is to provide guidance related to the problem-solving process and preparation for the Case Study Defense.

Why Engage in a Mentoring Relationship?

The National Association of School Psychologists (NASP, 2021) recognizes and supports the benefits of establishing mentorship relationships at all stages of one's career, and especially for early career professionals. NASP contends that the interactions involved in such relationships (e.g., coaching and guidance) serve as protective factors against burnout, provide emotional support and assist with the development of professional skills such as time management, establishment of professional boundaries, and development of competencies. The benefits afforded to those serving as mentors, such as professional growth and a sense of pride in giving back to the field, are also noted by NASP. Finally, mentorship and supervision are crucial professional practices noted within Domain 10 as necessary for the retention and growth of fellow school psychologists in the field. Thus, development of mentoring skills during graduate school prepares candidates to fulfill this responsibility as practitioners (NASP, 2020).

Departmental Standards and Expectations for Working with your Case Study Mentor

Completing this case study capstone project can be a highly rewarding and beneficial experience. However, as with any new endeavor, you may experience challenges along the way. To help facilitate your success, the department has developed the following standards and expectations. Please keep in mind that each case study mentor has a unique and established method for working with and mentoring students. *Once assigned to a case study mentor, you should communicate with that person about any additional expectations they may have for case study completion.*

Timely Communication: Regular, professional communication to set realistic goals and timelines is expected and crucial for the successful completion of your case study capstone project. Timely communication with your mentor will help to ensure that you stay on track with your case study progress and receive appropriate guidance and feedback. This also provides an opportunity for you to ask questions and address any challenges that may arise as you complete your case study.

Student Initiative and Responsibility: While case study mentors aim to support your success with this case study project, it is your responsibility to be proactive in asking questions and accessing support. It is the expectation you will contact mentors and/or the practicum instructor directly and in a timely manner if you experience challenges in meeting expectations of the capstone project. It is also your responsibility to work with your case study mentor to select members of your case study defense committee and to meet related timelines regarding communicating with and providing documents for review to your defense committee members.

Applying Feedback: Your case study mentor will provide guidance and oversight throughout the process, as well as timely and constructive feedback on your work. It is expected that you apply their feedback to the best of your ability in order to develop your skills and align with the rigorous academic standards of the department. If clarification is needed or if questions remain, you should take the initiative to seek additional guidance from your case study mentor. Your case study mentor may also recommend that you utilize available campus resources, when necessary (e.g., Writing Center).

Case Study Progress: It is expected that students make progress on their case study in alignment with established deadlines within the practicum course and that specific timelines and goals should be discussed with your case study mentor to ensure appropriate progress. This may require working on your case study capstone project over academic breaks and holidays (e.g., winter break). Failure to make appropriate progress on your case study, determined in consultation with your case study mentor and defense committee, may result in a lower letter grade when completing field study/thesis hours for program completion. In more extreme cases, failure to make appropriate progress as determined by your case study mentor, committee, and department chair, may necessitate changing tracks and/or delayed degree completion.

Case Study Oral Defense Rubric*

Element (NCSP Alignment)	Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Needs Improvement	1 – Unsatisfactory
Background & Context (NCSP 1.1, 1.2, 1.3) (NASP D1 & D8)	Student background and special circumstances are clearly described and relevant	Comprehensive, and insightful, with very apparent culturally-responsive practice and clearly linked to the problem	Clear and relevant response that demonstrates culturally-responsive practice and is appropriately linked to the problem. Some depth of insight is present.	Basic response with limited culturally-responsive elements. Link to the problem is present but may lack clarity or depth.	Minimal or unclear response. Culturally-responsive practice is not evident, and the connection to the problem is weak or missing.
Problem Identification (NCSP 2.2, 2.3, 2.4) (NASP D1, D3)	Problem is clearly defined in observable, measurable terms	Operational definition is precise, with strong data support	Clear definition with appropriate data sources	Vague or incomplete definition; limited data	No clear definition or data
Assessment (NCSP 2.1) (NASP D1)	Multiple sources used to assess problem(s) (RIOT), and baseline data collected	Thorough use of RIOT, strong baseline data	RIOT sources used, baseline data present	Limited sources or weak baseline data	No assessment or baseline data
Problem Analysis (NCSP 3.1–3.6) (NASP D1, D9)	Hypotheses generated and linked to assessment; analysis is logical	Multiple testable hypotheses, clearly linked to the problem with data	Hypotheses present and linked to the problem with data	Hypotheses unclear or weakly linked to the problem with data	No hypotheses or unsupported analysis
Coherence of Process (NCSP 1.4) (NASP D1, D10)	Steps of the problem-solving process are implemented coherently	Sequential, goal-directed, and logical flow based on evidence	Generally coherent with minor gaps	Some steps unclear or out of sequence	Process lacks coherence or logic
Professional Presentation (NCSP 1.5) (NASP D10)	Writing and presentation style, formatting, and graphing are professional	Clear, succinct presentation, well-constructed graph	Generally clear with minor formatting issues	Presentation or graph lacks clarity	Unprofessional writing/presentation or missing graph
Collaboration (NCSP 1.3, 4.3) (NASP D2, D7)	Evidence of collaboration and stakeholder acceptability	Strong collaboration and verified acceptability	Collaboration evident with key stakeholders	Limited collaboration or acceptability	No evidence of collaboration or acceptability
Intervention Design (NCSP 4.1, 4.5) (NASP D3)	Goals are measurable, linked to assessment and analysis	Goals are clear, measurable, and data-linked	Goals present but lack clarity or linkage	Goals vague or not measurable	No goals or irrelevant goals
Intervention Description (NCSP 4.4) (NASP D3)	Intervention is replicable and clearly described	Fully replicable with detailed logistics and components	Replicable with minor clarifications needed	Description lacks clarity or detail	Intervention not described or unclear
Empirical Support (NCSP 4.2) (NASP D9)	Citations of peer-reviewed research supporting intervention	Strong empirical support with appropriate citations	Adequate empirical support with appropriate citations	Weak empirical support or unclear citations	No citation or support
Progress Monitoring (NCSP 4.6, 5.2) (NASP D1, D2, D3)	Adequate data collected over time to evaluate effectiveness	More than 8 data points or data collection occurred for more than 6 weeks	Minimum 8 data points over 6 weeks	Limited data or unclear duration	No data or insufficient monitoring
Treatment Integrity (NCSP 4.7) (NASP D1, D9)	Fidelity data collected and used in interpretation	Fidelity data clearly reported and used	Fidelity data present but limited use	Fidelity data unclear or not used	No fidelity data
Outcome Evaluation (NCSP 5.1, 5.3) (NASP D1, D2, D3, D9)	Visual/statistical analysis demonstrates effectiveness	Comprehensive visual and statistical analysis	Adequate visual analysis and interpretation	Limited or unclear evaluation	No evaluation or misleading data
Generalization & Follow-up (NCSP 5.4, 5.5) (NASP D2, D3)	Strategies for generalization and follow-up included	Clear, actionable strategies for both	Strategies present	Minimal or vague strategies	No strategies provided
Reflection (D10)	Personal and professional learning and growth	Insightful reflection, clear examples of growth, challenges, and goals; strong self-awareness	Relevant reflection, examples and goals; shows general self-awareness	Basic reflection, limited examples or unclear goals; minimal insight.	Lacks meaningful reflection; no clear examples or self-awareness.
Total Score (___/60)		Comments:			
Total Score/4 =					
Defense Decision					

*Note: This rubric is utilized to help guide evaluation of the oral defense and is considered *one* source of data for the committee to consider when determining the outcome of a candidate's performance. Candidates will not receive a score based on this rubric. NCSP notation indicates alignment with NCSP Problem-Solving Report rubric.

Case Study Defense Decisions

1. **4 = Exceeds:** Candidate demonstrates mastery for level of training.
 - a. **Pass** - Accept the document and defense as is.
2. **3 = Meets:** Candidate meets expectations for level of training with only minor revisions required.
 - a. **Pass with minor revisions** - Accept the document and defense with minor revisions to be approved by the candidate's case study mentor.
3. **2 = Needs Improvement:** Candidate demonstrates partial understanding but requires substantial revision to meet expectations for level of training.
 - a. **Hold the decision** – No decision is rendered until required major revisions are reviewed/approved by the entire committee.
4. **1 = Unsatisfactory:** Candidate does not meet expectations for level of training; the candidate needs much more practice and supervision than most candidates who are at this same level of training
 - a. **Fail** – Unacceptable.