



**Graduate Student Program Handbook  
EdS in School Psychology**

2018–2019 Academic Year

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## Key Persons & Contact Info

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### Program Director

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### Core Program Faculty

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### Coordinator of Psychology Programs

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### Psychology Department Head

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## Preface

The Handbook is an essential resource to guide students and their Major Professors through graduate studies in the program designated for an EdS in School Psychology, which is referred to hereafter as the “Program.” It is student’s responsibility to be aware of the requirements and policies that are contained within the Handbook. If students have questions about Program requirements, parameters, or policies, they should first consult the Handbook. If questions remain unresolved, the next steps are to consult (1) the Major Professor and (2) the Program Director (in that order).

Some important things to know about the Handbook:

- The Handbook contains information about Program, Department, and Graduate School requirements that is typically dispersed across multiple locations. The Program Faculty may have missed some information in developing the Handbook, and there may be Program, Department, or Graduate School changes over the course of the next academic year. The Program and Department will provide notifications to students about any important changes to requirements, parameters, and policies. However, it is ultimately the student's responsibility to stay informed about current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and so forth. The Handbook should be considered a supplement to the Graduate Catalog and other relevant University policies and procedures, not a replacement.
- It is each student’s responsibility to maintain her/his own file with copies of important materials related to her/his graduate training. When submitting forms to the Graduate School, students should be sure to keep copies for their personal records.
- The Program Faculty collect and value student and supervisor feedback, and carefully consider this feedback when making changes and improvements to the Program. This means that while the rules and guidelines in the Handbook are designed to establish clear and consistent policies within the Program, these rules, regulations, requirements, and policies may change during your enrollment and these changes may apply to you.
- The Handbook is intended to function as a general guide for both students and their Major Professors. That said, unanticipated or unique circumstances may sometimes arise that are not covered in the Handbook. These situations should be resolved by mutual consultation between the student, her/his Major Professor, the Program Director, and, potentially, the full Program Faculty.

- If students have any suggestions about additional information that could be added to the Handbook or notice anything that needs to be updated, they are encouraged to communicate this information to the Program Director.

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## Diversity Values Statement

Respect for diversity and for values different from one's own is a core value of the School Psychology EdS Program. The Program's value for diversity is consistent with the values of the profession of school psychology, as outlined by the National Association of School Psychologist's Principles for Professional Ethics (2010).

Program Faculty recognize that no individual is completely free from all forms of bias and prejudice, and they expect that the training community will evidence a range of attitudes, beliefs, and behaviors. While in the program, students will be expected to engage in self-reflection and introspection regarding their attitudes, beliefs, opinions, feelings, and personal history. Students will also be expected to examine and attempt to resolve any of the above, especially if they have a negative impact on their ability to perform the functions of a school psychologist and/or school-psychologist-in-training. This includes, but is not limited to, providing effective services to or with others who have culturally-different values, beliefs, behaviors, or lifestyles compared to one's own.

Evidence of bias, stereotyped thinking, and/or prejudicial beliefs and behavior will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene in a manner that is consistent with relevant Program, Department, and University policies.

The Program strives to provide a supportive yet rigorous training environment, where persons from all backgrounds feel both welcome and challenged to grow. If students have concerns regarding Program policies or culture as it relates to respect for diversity, they are encouraged to voice these concerns via the Program policy for expressing complaints and grievances (see the Program Policies section, below, for a description of this process).

USU's Access and Diversity Center provides resources to students and faculty who are (1) seeking support related to personal diversity concerns and/or (2) are interested in learning about and supporting others with diversity concerns on campus. The overarching mission of the Access and Diversity Center is to create an affirming and supportive environment for LGBTQA+, Multicultural, and Nontraditional students. To learn more about the services and programming offered by this Center, visit the physical location in #315 Taggart Student Center or the website at <https://accesscenter.usu.edu/>.

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## Program Context

Following is a brief overview of the context within which the Program is situated, as it relates to institutional, professional, approval, and credentialing considerations.

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### Institutional Context

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The School Psychology EdS Program is housed in the Department of Psychology in the Emma Eccles Jones College of Education and Human Services at Utah State University. The Psychology Department maintains vigorous programs of faculty and student research and provides substantial service to the community, state, and profession. The Department also offers doctoral degrees (PhD) in Psychology with specializations in several areas: School Psychology, Combined Clinical / Counseling Psychology, Behavior Analysis, Brain & Cognition, Quantitative Psychology, and Sociobehavioral Epidemiology. Additionally, the Department offers an undergraduate major (BS) in Psychology and a distance-learning master's degree (MEd) in Professional School Counseling. The Program Faculty and students are involved in each aspect of the Department's, College's, and University's missions and therefore strive for excellence in research, teaching, and service. For more information on the institutional context, please see the following websites:

- USU Psychology Department: <http://psychology.usu.edu>
- USU College of Education & Human Services: <http://cehs.usu.edu>
- Utah State University: <http://usu.edu>

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### Professional Context

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School Psychologists work in schools and related settings to support the behavioral/mental health and educational success of youth and their caregivers. School psychologists take a scientific problem-solving approach toward their profession and have broad competencies in science-based assessment, intervention, and consultation. Professional preparation for a career in school psychology is accomplished at both the educational specialist level (EdS) and the doctoral level (PhD or PsyD). Specialist-level training prepares school psychologists to function primarily as practitioners in schools or other educational settings. Doctoral-level training builds on specialist-level training by preparing school psychologists with strong scientific research skills and additional competencies related to the broader practice of psychology outside of schools. Doctoral-level school psychologists are capable of being employed as practitioners in a variety of settings (e.g., schools, clinics, hospitals, private practice) or as faculty at universities

and research institutes. The job outlook for school psychologists practicing in the schools is currently very favorable in most regions of the U.S., whereas the job outlook for school psychology faculty in academia is relatively favorable (compared to faculty positions in other fields of psychology). For more information on the professional context, please see the websites for school psychology's two professional parent organizations:

- National Association of School Psychologists: <https://www.nasponline.org>
- American Psychological Association, Division 16: <https://apadivision16.org>

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### Approval Context

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The School Psychology EdS Program has been continuously fully-approved by the National Association of School Psychologists (NASP) as a specialist-level training program since 1995. More information regarding NASP's training standards and program approval process can be found at the following website: <https://www.nasponline.org/standards-and-certification>.

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### Credentialing Context

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Completion of the School Psychology EdS Program will satisfy requirements for school psychology educator licensure/certification in Utah and most other states. Completion of the Program will also satisfy requirements for credentialing as a Nationally Certified School Psychologist (NCSP), which facilitates the licensure/certification process for school psychologists in most states. Given credentialing requirements can vary across states, students are encouraged to familiarize themselves with the local requirements for the states they are interested in working in post-graduation. Further information regarding school psychology credentialing requirements can be found on the following websites:

- Utah State Board of Education school psychology licensure requirements: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements/states/utah>
- NASP's NCSP credentialing: <https://www.nasponline.org/standards-and-certification/national-certification>
- NASP's listing of state-specific credentialing requirements: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

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## Faculty

The Program is administered by core, adjunct, and affiliated faculty. Core faculty serve as students' Major Professors, teach courses, provide supervision for practicum, and are primarily responsible for developing and enforcing Program policies and parameters. Adjunct and affiliated faculty teach courses and provide practicum supervision, but do not serve as Major Professors nor do they have primary responsibility for Program functioning. Following are the names, contact information, and brief bios for Program Faculty.

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### Core Faculty

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Tyler L. Renshaw, PhD

[tyler.renshaw@usu.edu](mailto:tyler.renshaw@usu.edu)

Dr. Renshaw is the Program Director, an Assistant Professor, and a member of the core Program faculty. He holds a doctoral degree in Counseling, Clinical, & School Psychology (2011) from the University of California, Santa Barbara. His expertise and research interests are in the areas of school-based behavioral/mental health screening and mindfulness.

Gretchen Gimpel Peacock, PhD

[gretchen.peacock@usu.edu](mailto:gretchen.peacock@usu.edu)

Dr. Peacock is a Professor and a member of the core Program faculty. She holds a doctoral degree in School Psychology (1995) from the University of South Carolina. Her expertise and research interests are in the areas of parent training and behavioral interventions.

Maryellen McClain Verdoes, PhD

[maryellen.mcclainverdoes@usu.edu](mailto:maryellen.mcclainverdoes@usu.edu)

Dr. McClain Verdoes is an Assistant Professor and a member of the core Program faculty. She holds a doctoral degree in School Psychology (2015) from Indiana University. Her expertise and research interests are in the areas of neurodevelopmental disabilities, school-based psychological and psychoeducational assessment, culturally and linguistically diverse students, and training issues in school psychology.

Gregory L. Callan, PhD

[greg.callan@usu.edu](mailto:greg.callan@usu.edu)

Dr. Callan is an Assistant Professor and a member of the core Program faculty. He holds a doctoral degree in School Psychology (2014) from the University of Wisconsin, Milwaukee. His expertise and research interests are in the areas of self-regulated learning and school-based interventions.

Further information regarding the core faculty's training background and expertise can be found on the Psychology Department's website containing faculty bios and links to curriculum vitae: <http://psychology.usu.edu/people/department-faculty/>

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### Adjunct Faculty

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Marietta A. Veeder, PhD

[marietta.veeder@usu.edu](mailto:marietta.veeder@usu.edu)

Dr. Veeder is an adjunct instructor and practicum supervisor for the Program. She holds a doctoral degree in Clinical, Counseling, & School Psychology (2007) from Utah State University. She is currently a full-time practicing School Psychologist in the Box Elder School District in Utah.

Megan A. Heyborne, PhD

[maheyborne@gmail.com](mailto:maheyborne@gmail.com)

Dr. Heyborne is an adjunct instructor and practicum supervisor for the Program. She holds a doctoral degree in School Psychology (2015) from Indiana University. She is currently a full-time practicing School Psychologist in the Granite School District in Utah.

Further information regarding the adjunct faculty's training background and expertise can be obtained by contacting them directly via the email addresses provided above.

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### Affiliated Faculty

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In addition to the core and adjunct faculty listed above, various affiliated faculty play key roles in supporting the success of the Program, by teaching required courses, serving on graduate student committees, and providing supervision for practicum experiences. Many of the affiliated faculty have positions as core faculty in other programs sponsored by the Department of Psychology at USU. Other affiliated faculty have full-time positions as psychologists working in schools, clinics, or other settings within the local community. The constellation and functions of affiliated faculty shift on a semester-by-semester basis. For further information regarding affiliated faculty currently supporting the Program, contact the Program Director via email.

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## Admissions

The Program admits new graduate students on a yearly basis. Following are key policies and parameters governing Program admissions. Questions regarding the admissions requirements or process should be addressed directly to the Program Director.

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### Non-Discrimination

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The Program Faculty encourage applications from individuals with diverse backgrounds. The Faculty strive to ensure that the review process does not discriminate on the basis of race, ethnicity, gender identity, sexual orientation, religion, national origin, or disability. Applicants with disabilities must be able to complete the Program requirements and related professional functions.

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### Basic Criteria

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The Program's admissions requirements align with the general admissions requirements for USU's Graduate School. Specifically, prospective students are expected to meet the following basic criteria:

- Hold a bachelor's degree
- Have a substantial background in psychology
- Have at least a 3.0 GPA (overall) for the last 60 semester or 90 quarter credits
- Score at or above the 40th percentile on all sections of the GRE
- Provide three letters of recommendation

Exceptions are sometimes made for applicants who do not meet one of the above criteria. All prospective students interested in applying to the Program are encouraged to do so, even if they do not meet one of the above requirements.

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### Additional Factors

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In addition to the Graduate School's basic requirements, the Program Faculty also consider the following factors in admissions decisions:

- Well-articulated research interests and career goals
- Goodness-of-fit of research interests with faculty's interests

- Prior research experience (e.g., lab work, scholarly writing, presenting)
- Prior applied or clinical experience (e.g., teaching, counseling, assessing)
- Effective communication and other interpersonal skills
- Underrepresented and diverse cultural backgrounds

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### **Prerequisite Courses**

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There are no standard prerequisite courses, yet prospective students are generally expected to have prior coursework (or equivalent experience) in (1) general psychology, (2) research methods in the behavioral sciences, and (3) statistics and data analysis. Students admitted into the Program without a substantial background in one or more of these foundational areas may be required to take additional coursework at their own expense.

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### **Admissions Process**

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Applications to the Program are due by December 1 of each year. The Program Faculty review applications in December–January and invite promising candidates to attend an on-campus interview day in February (exact date TBD). The interview experience provides prospective students the opportunity to meet with all available Program Faculty and many current graduate students. The faculty typically convene to make admissions decisions within two weeks following interview day. Admissions decisions are based solely on the Graduate School criteria and Program factors outlined above.

Admissions offers are extended by individual faculty who are interested in serving as a student’s Major Professor. Given the intensive nature of a Major Professor’s responsibilities to a student, faculty are highly selective regarding the applicants they choose to admit. The number of new students admitted by a given faculty range from 0–2 per year. That said, it is typical that many well-qualified applicants will not ultimately receive admissions offers.

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## Model & Philosophy

The School Psychology EdS Program's model and philosophy provides the structural and conceptual foundation from which the Program's training goals and objectives are derived. Following is a description of both the model and philosophy.

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### Program Model

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The Program provides training in the scientific and practical foundations of the profession of school psychology. The Program is selective, intensive, and collegial by design. Graduate students are admitted to work with a particular Major Professor, who functions as the student's primary advisor and mentor. Program Faculty have a strong interest in preparing students who are capable of advancing the field as practitioners who are effective consumers and producers of research. Program content and experiences are structured to align with NASP's Standards for Graduate Preparation of School Psychologists (2010). Graduates of the Program will be prepared to pursue careers as practitioners in schools and related educational settings.

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### Program Philosophy

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The Program is grounded in four core values that, when operationalized and taken together, constitute the program philosophy:

1. Science-based practice
2. Ethically-informed practice
3. Legally-compliant practice
4. Culturally-competent practice

### Science-Based Practice

School psychology is a subfield of applied psychology that is derived from the scientific foundations of the broader disciplines of psychology and education. The overarching structure of the program adheres to a scientist-practitioner training model. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and critically consuming the scientific literature that guides the practice of school psychology

- Effectively applying the science-based theories, principles, and techniques that comprise contemporary “best-practice” in school psychology within multitiered service delivery frameworks in schools
- Transmitting and ensuring quality-control of science-based practice by training, collaborating with, and supervising other school psychologists and educational professionals

### **Ethically-Informed Practice**

School psychologists use science-based practice for the sole purpose of bettering the lives of the youth, caregivers, schools, and communities they serve. The practice of school psychology is therefore an ethical endeavor. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and applying ethical principles and guidelines that inform the regular conduct of scientific research and practice of school psychology
- Identifying and effectively resolving “ethical dilemmas” encountered in the practice of school psychology
- Transmitting and regulating ethically-informed practice by training, collaborating with, and supervising other school psychologists and educational professionals

### **Legally-Compliant Practice**

The practice of school psychology is governed by various legal parameters, including federal and state statutes, regulations, and common law. Although the law sometimes accords with science-based and ethically-informed practice, it is not intended to function as a comprehensive guide for best-practice or ethical behavior. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and acting in compliance with the laws that govern the practice of school psychology
- Identifying and effectively resolving conflicts among legal, ethical, and scientific concerns related to the practice of school psychology
- Transmitting and regulating legally-compliant practice by training, collaborating with, and supervising other school psychologists and educational professionals

## **Culturally-Competent Practice**

School psychologists strive to provide top-notch services to all youth, caregivers, schools, and communities they serve. Excellence in service delivery requires that practitioners are capable of working effectively with people from varying cultures, including (but not limited to) ethnic, economic, gender, sexual orientation, disability, and religious backgrounds. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding one's own cultural heritage and how it affects interactions within clients in the practice of school psychology
- Understanding clients' cultural heritage and how to design and implement culturally-competent practices in school psychology
- Identifying and effectively resolving conflicts among one's own cultural heritage and clients' cultural heritage
- Transmitting and regulating culturally-competent practice by training, collaborating with, and supervising other school psychologists and educational professionals

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## Training Goals & Objectives

The Program model and philosophy are further operationalized into several training goals and objectives, which are outlined below. These training goals and objectives are intended to provide comprehensive coverage of the 10 domains of school psychology practice outlined in NASP's Model for Comprehensive and Integrative School Psychological Services (2010) and Standards for Graduate Preparation of School Psychologists (2010):

1. Data-based decision making and accountability
2. Consultation and collaboration
3. Interventions and instructional supports to develop academic skills
4. Interventions and mental health services to develop social and life skills
5. School-wide practices to promote learning
6. Preventive and responsive services
7. Family-school collaboration services
8. Diversity in development and learning
9. Research and program evaluation
10. Legal, ethical, and professional practice

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**Goal 1. Program graduates will be effective problem-solving agents of change who utilize data-based decision making for assessment and intervention with diverse student populations.**

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### Objective 1.1

Program graduates will demonstrate the ability to make data-based decisions regarding individual students.

### Objective 1.2

Program graduates will demonstrate the ability to make data-based decisions regarding programmatic issues.

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**Goal 2. Program graduates will obtain a broad understanding of the educational system, the family system, and the practice of school psychology. Students will understand how to work effectively within these systems with diverse student populations.**

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#### Objective 2.1

Program graduates will demonstrate knowledge of schools, their climates, their policies, and their procedures, including knowledge of general and special education services and related laws governing these services.

#### Objective 2.2

Program graduates will demonstrate knowledge of school psychology as an area of practice, including the history of school psychology, ethical issues in the field, and the roles and functions of school psychologists.

#### Objective 2.3

Program graduates will demonstrate knowledge of family systems and school systems and understand how to work collaboratively with families, schools, and communities.

#### Objective 2.4

Program graduates will demonstrate the necessary knowledge and skills to practice behavioral consultation with teachers and parents.

#### Objective 2.5

Program graduates will demonstrate the ability to use technology relevant to their work.

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**Goal 3. Program graduates will obtain the skills necessary to promote the behavioral, emotional, and social well-being of children and their families with diverse backgrounds and within the context of a problem-solving modeling of school psychology.**

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#### Objective 3.1

Program graduates will demonstrate knowledge of psychopathology and developmental course and factors that influence human well-being.

#### Objective 3.2

Program graduates will demonstrate familiarity with techniques used to assess, monitor, and evaluate sources of risk as well as social, emotional, and behavioral difficulties within the entire school population, including functional assessment methods.

#### Objective 3.3

Program graduates will demonstrate the knowledge and skills necessary to implement interventions and prevention plans at the individual, class-, school-, and district-wide levels to address common social, emotional, and behavioral needs and concerns.

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**Goal 4. Program graduates will obtain the necessary knowledge and skills to promote positive academic growth for all children within the context of a collaborative, problem-solving model of school psychology.**

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Objective 4.1

Program graduates will demonstrate familiarity with techniques used to assess for academic difficulties and to monitor and evaluate academic progress within the school population.

Objective 4.2

Program graduates will demonstrate the ability to develop interventions (in collaboration with other school personnel) for individual students with academic skill difficulties and at the class-, school-, and district-wide levels to improve or maintain positive academic outcomes.

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**Goal 5. Program graduates will value diversity, demonstrate respect for all cultures, and strive towards culturally competent practices.**

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Objective 5.1

Program graduates will demonstrate an awareness and knowledge of issues of cultural diversity.

Objective 5.2

Program graduates will demonstrate skills and ability to take steps to work effectively with students from diverse cultural backgrounds.

Objective 5.3

Program graduates will demonstrate cultural sensitivity in all professional activities.

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**Goal 6. Program graduates will obtain a strong background in research methods and understand how to apply this knowledge within the school context.**

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Objective 6.1

Program graduates will demonstrate knowledge of research methods, including both group and single-subject designs.

Objective 6.2

Program graduates will demonstrate the knowledge and skills necessary to apply basic statistical processes in professional situations, including the ability to translate statistical knowledge into practice and to use statistics for the purpose of program evaluation.

Objective 6.3

Program graduates will understand how to engage in applied research to monitor the progress of the schools, classes, groups, and individuals to whom they provide services.

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## Major Professors

Students are admitted into the Program to work with a specific Major Professor. When extending an admissions offer, the Major Professor is committing to serve as the student's primary advisor and mentor throughout his/her tenure in the Program. Following are key policies and parameters related to Major Professors' relationships with students.

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### Basic Responsibilities of Major Professors

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Major Professor's basic responsibilities to students are as follows:

- Provide an ongoing research lab experience that enculturates students into an area of scientific psychology related to school psychology (or arrange for this experience to occur in another faculty's lab)
- Serve as the chairperson for the student's Graduate Supervisory Committee
- Advise the student regarding their program of study for the master's degree
- Mentor the student through the master's thesis process
- Advise the student regarding their program of study for the doctoral degree
- Mentor the student through the doctoral dissertation process
- Serve as the chairperson for the student's Comprehensive Exam Committee
- Advise the student in identifying and selecting appropriate projects
- Mentor the student through the completion of each project
- Provide advice regarding appropriate practicum placements and extracurricular activities in relation to the student's internship and career goals
- Provide advice regarding appropriate predoctoral internship placements in relation to the student's career goals
- Provide advice regarding career trajectories in school psychology and related fields
- Function as the "first stop" among the Program faculty for resolving student concerns regarding Program policies, scheduling conflicts, personal or interpersonal problems, coursework troubles, etc.

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### Major Professors' Liability for Student Progress

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Major Professors are not ultimately liable in the event that students fail to meet the criteria and/or deadlines related to Program requirements. This is fundamentally the student's responsibility, and no one else's. Students should therefore take initiative to seek their Major Professors' advisement and feedback to ensure they make adequate progress in the Program.

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## Communicating with Major Professors

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Following are key guidelines for students' to consider when communicating with Major Professors:

- Major Professors strive to respond to student's communications within 48 hours
- Emergencies should be communicated to Major Professors as soon as possible
- Major Professors should be given at least 2 weeks to review and provide feedback on student's major project drafts (e.g., thesis/dissertation proposals)
- Major Professors may be less available during summer months, depending on their employment situation and personal preferences

If students have difficulty communicating effectively with their Major Professor, they should first seek to resolve this concern by discussing the issue directly with the professor. If this issue remains unresolved, students should bring their concern to the Program Director.

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## Changing Major Professor Assignments

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It is expected that initial Major Professor assignments will persist throughout a student's tenure in the Program. However, extenuating circumstances, disagreements, or changes in professional interests (by either party) may result in the need to change Major Professor assignments. Such changes can be initiated by the student or Major Professor without repercussions. Once the original advising relationship is terminated, it is the student's responsibility to secure a new Major Professor from the Program Faculty. New Major Professor assignments cannot be compelled and must be agreeable to all parties. If the student is unsuccessful in securing a new Major Professor within 6 months of terminating the original advising relationship, the student may be recommended for dismissal from the Program.

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## Graduate Supervisory Committee

The Graduate Supervisory Committee (GSC) consists of a small group of faculty, chaired by the Major Professor, who provide advisement and evaluation of students in the following:

- Establishing a program of study for the master's of education (MEd) degree
- Establishing a program of study for the educational specialist (EdS) degree
- Supervising and approving the thesis project associated with the EdS degree

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### Constellation of GSCs

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Students should consult with their Major Professor regarding the optimal composition of faculty for their GSC, yet invitations to serve on the GSC should be extended by the student. Primary considerations for selecting GSC members are (1) expertise in substantive content areas and (2) the potential for specialized assistance with research design and data analysis. Primary responsibility for the development of thesis projects rests with the student and Major Professor, yet members of the GSC should be consulted on parts of the project that involve their expertise. Student should keep their Major Professor apprised of all communications with GSC members and should only schedule oral defenses with the GSC after receiving the Major Professor's approval to do so.

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### GSC for MEd Program of Study

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- Must consist of 3 total faculty (including the Major Professor)
- 1 GSC member must be from outside the School Psychology specialization
- Only 1 member can be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Spring of Year 1
- All forms relevant to the MEd GSC can be found at the following Graduate School website: <https://rgs.usu.edu/graduateschool/forms/>

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### GSC for EdS Program of Study and Thesis

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- Can be the same committee as the GSC for the MEd program of study
- Must consist of 3 total faculty (including the Major Professor)
- 1 GSC member must be from outside the School Psychology specialization
- Only 1 member can be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Fall of Year 2

- GSC is the same for approving the program of study and supervising the thesis
- All forms relevant to the mater's GSC can be found at the following Graduate School website: <https://rgs.usu.edu/graduateschool/forms/>

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## Coursework

The School Psychology EdS Program provides a coherent and comprehensive curriculum to accomplish the program's training goals and objectives. A major component of the curriculum is coursework that ensures students acquire and demonstrate competency in all of the major training domains outlined by NASP for the practice of school psychology. Following are key policies and parameters related to Program coursework.

### Ideal Coursework Sequence

Following is the ideal sequence for completing Program coursework. It is recommended that students adhere to this coursework sequence as closely as possible. However, the sequence may be adjusted for students entering the program with substantive prior graduate-level coursework in psychology, if they receive transfer credit or coursework waivers (see below). Deviations from or changes to this sequence should only be made after consulting with and gaining the approval of (1) the Major Professor and (2) the Program Director (in that order).

Year / Semester	Coursework	Credit	Total
Y1 / Fall	PSY 6570: Introduction to Ed & Psych Research	3	
	PSY 6310: Intellectual Assessment	3	
	PSY 6450: Introduction to School Psychology	3	
	PSY 7270: Lifespan Psychopathology	3	12
Y1 / Spring	PSY 6410: Psychoeducational Assessment	3	
	PSY 6440: Legal & Ethical Issues in Schools	3	
	PSY 6150: Evidence-Based Practice: Child	2	
	PSY 6660: Cognition & Instruction	3	11
Y1 / Summer	PSY 6600: Research Design & Analysis I	3	
	PSY 7360: Practicum in Clinical Child/School Psych	1	4
Y2 / Fall	PSY 6380: Practicum in School Psychology	3	
	PSY 6810: Behavioral/MH Assessment in Schools	3	



	PSY 6810: Advanced Assessment	3	
	PSY 7530: Advanced Developmental Psychology	3	
	PSY 6970: Thesis	3	15
Y2 / Spring	PSY 6380: Practicum in School Psychology	3	
	PSY 6810: Behavioral/MH Intervention in Schools	3	
	PSY 6630: Supervision & Consultation in Psych/Ed	3	
	PSY 6290: Diversity Issues in Tx & Assessment	3	
	*PSY XXXX: Elective Course	2	
	PSY 6970: Thesis	3	17
Y2 / Summer	No Courses		
Y3 / Fall	PSY 6950: School Psychology Internship	3	3
Y3 / Spring	PSY 6950: School Psychology Internship	3	3

*Note.* \* = Options for completing this requirement should be considered in consultation with the student's Major Professor.

### Coursework Connections with Goals/Objectives & NASP Practice Domains

Following is a table presenting the coursework connections with Program goals and objectives as well as with NASP's 10 practice domains of school psychology. Taken together, the coursework provides comprehensive coverage for all NASP training standards. The numerical codes representing the Program's training goals/objectives and NASP's domains of practice can be located on pages 14–16 (see above).

Coursework	Goal.Objective	NASP Domain
PSY 6570: Introduction to Ed & Psych Research	1.2, 6.1, 6.3	1, 9
PSY 6310: Intellectual Assessment	1.1	1
PSY 6450: Introduction to School Psychology	2.1, 2.2, 5.1,	2, 3, 5, 6, 8, 10

	5.3	
PSY 7270: Lifespan Psychopathology	3.1, 5.1	8
PSY 6410: Psychoeducational Assessment	1.1, 4.1	1
PSY 6440: Legal & Ethical Issues in Schools	2.1, 2.3	2, 7
PSY 6660: Cognition & Instruction	2.5, 4.1, 4.2	3
PSY 6600: Research Design & Analysis I	1.2, 2.5, 6.1, 6.2, 6.3	1, 9
PSY 7360: Practicum in Clinical Child/School Psych	3.3, 5.3	4
PSY 6810: Behavioral/MH Assessment in Schools	1.1, 1.2, 3.2	1, 4, 6
PSY 6810: Advanced Assessment	1.1, 3.2	1, 8
PSY 7530: Advanced Developmental Psychology	2.3, 3.1	8
PSY 6380: Practicum in School Psychology	2.1, 2.2, 4.2, 5.3	2, 3
PSY 6810: Behavioral/MH Intervention in Schools	3.3	4, 5, 6
PSY 6630: Supervision & Consultation in Psych/Ed	1.1, 2.3, 2.4	2, 3, 4, 5, 7
PSY 6290: Diversity Issues in Tx & Assessment	2.3, 5.1, 5.2	7, 8
PSY 6150: Evidence-Based Practice: Child & Adol	3.3	2, 4
PSY 6970: Thesis	6.1, 6.2, 6.3	9
PSY 6950: School Psychology Internship	2.1, 2.2, 2.4, 4.2, 5.2	3, 4, 5, 7

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### Coursework for MEd Degree

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The Program requires that students complete an MEd en route to completing the EdS in School Psychology. The recommended coursework sequence for the MEd is outlined below and is typically completed within the first three semesters. The MEd is not intended to stand alone as preparation for professional practice as a school psychologist. Rather, it is intended as a

foundation and stepping-stone toward that end. Students should be aware that the same coursework cannot be used for more than one degree, and that some coursework completed in the first three semesters counts toward the EdS sequence and not the MEd sequence. Students are eligible to receive the MEd as soon as they have successfully completed all coursework requirements.

Course	Credit	Total
PSY 6570: Introduction to Ed & Psych Research	3	
PSY 6310: Intellectual Assessment	3	
PSY 6450: Introduction to School Psychology	3	
PSY 6410: Psychoeducational Assessment	3	
PSY 6440: Legal & Ethical Issues in Schools	3	
PSY 6810: Behavioral/MH Intervention in Schools	3	
PSY 6660: Cognition & Instruction	3	
PSY 6600: Research Design & Analysis I	3	
PSY 6380: Practicum in School Psychology	3	
PSY 6810: Behavioral/MH Assessment in Schools	3	
PSY 6810: Advanced Assessment	3	
PSY 7530: Advanced Developmental Psychology	3	36

### Coursework for EdS Degree

The Program's recommended coursework sequence for the EdS in School Psychology is outlined below and is typically completed within three semesters post-MEd. Students should be aware that some EdS coursework is completed in the first two years of the program. Students are eligible to receive the EdS as soon as they have (1) completed the requirements for the MEd degree, (2) completed all coursework requirements for the EdS, (3) completed their thesis project, and (4) completed an appropriate internship in school psychology.

Coursework	Credit	Total
PSY 7360: Practicum in Clinical Child/School Psych	1	
PSY 6380: Practicum in School Psychology	3	
PSY 6810: Behavioral/MH Intervention in Schools	3	
PSY 6630: Supervision & Consultation in Psych/Ed	3	
PSY 6290: Diversity Issues in Tx & Assessment	3	
PSY 6150: Evidence-Based Practice: Child & Adol	2	
PSY XXXX: Elective Course	3	
PSY 6970: Thesis	6	
PSY 6950: School Psychology Internship	6	30

### **Degree Completion Deadlines & Checklists**

The Graduate School provides degree completion deadlines and checklists, which are updated on a semester-by-semester basis. Students are responsible for familiarizing themselves with the deadlines and checklists that are relevant to their current standing in the Program. These materials can be located and reviewed at the following Graduate School website:

<http://rgs.usu.edu/graduateschool/degree-completion/>

### **Transfer Credit**

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Transfer credits cannot have been used for another degree and are subject to a limit. Only credit earned with a “B” or better grade (“P” grades are not accepted) within the past eight years will be considered. Transfer credit will only be approved if the content of the course is substantively equivalent to the content of a course within the Program curriculum. A review of course syllabi and/or products may be required to determine the equivalency of transfer courses. Requests for transfer credit must be approved by (1) the Major Professor, (2) the Program Director, and (3) the Department Head (in that order).

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## Course Waiver

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In rare circumstances, a course waiver (exemption) may be provided for students who have accrued coursework or other training that is substantively equivalent to that required by the Program curriculum. A review of course syllabi and/or products may be required to determine the equivalency of coursework or other training. There is a limit to course waivers, and the receipt of a waiver must be clearly documented in a memo placed in the student's Department file. Requests for course waivers must be approved by (1) your Major Professor, (2) the instructor of the relevant USU course, and (3) the Program Director (in that order).

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## Coursework Grades

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The Graduate School requires that students have a minimum GPA of 3.0 in order to remain in good standing with the University. Students are expected to earn a minimum grade of "B" in all coursework. Students receiving a "C" grade are expected to either (1) repeat the course or (2) demonstrate mastery in the respective content area by another means that has been approved by the Program Faculty. If students earn a "D" or "F" grade, the Program Faculty will meet to determine the appropriate course of action.

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## Practicum

Practicum is a key component of the Program's curriculum and coursework sequence. The purpose of practicum is to provide students with applied training opportunities to (1) use and refine core knowledge and skills acquired in didactic courses as well as to (2) learn additional knowledge and skills not offered in didactic coursework. All practicum is supervised by an appropriately credentialed professional who is charged with ensuring the quality-control of student services as well as facilitating the student's professional growth. Following are key policies and parameters relevant to Program practicum.

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### Developmental Model

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Practicum is structured according to a developmental model. During Year 1 in the Program, students engage in preliminary practicum (or "pre-prac") experiences, which are intended to provide exposure to some of the key roles and functions of school psychologists. Year 1 pre-prac activities are limited in nature and embedded within the context of other first-year coursework (e.g., Introduction to School Psychology, Legal and Ethical Issues in Schools) that are taught by the Program faculty. In the Summer following Year 1, students enroll in a 1 credit practicum where they accrue initial experience providing assessment, intervention, and/or consultation services to youth and/or their caregivers. In Year 2, students enroll in a two-semester school-based practicum sequence, wherein they are assigned to work with a practicing school psychologist for one to two days per week. Year 2 practicum is intended to provide students with broad exposure to the assessment, intervention, and consultation functions relevant to school psychology. In Year 3, students progress to the most intensive level of practical training, where they obtain positions as full-time interns working under the supervision of a practicing school psychologist.

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### Student License for School-Based Work

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A student license is required to work in Utah schools as a practicum student or intern. As part of this process, Utah Law (53A-1a-512.5) requires that each applicant for a Utah Educator License must satisfactorily complete a background check. This step is for student safety as well as for supporting agreements between the issuing institution and the district of placement. A temporary license is issued only to the practicum student or intern who is assigned to elementary, middle, or secondary schools under the Cooperating Institution as part of their professional preparation. See Utah State Board of Education Rule 277-509-3 for more information: <https://rules.utah.gov/publicat/code/r277/r277-509.htm>

Obtaining a student practice license can take up to 10 weeks. All students in the Program are expected to obtain their student educator license through the Utah State Office of Education by the end of the second semester in the program. The website for initiating the application process can be found here: <https://secure.utah.gov/elr/welcome.html>. Before participating in the Year 2 school-based practicum sequence, students must provide documentation to the Program Director that they have obtained a temporary practice license. Failure to meet this deadline will jeopardize a student's standing in the program. If a student is denied a temporary license due to problems resulting from the background check that cannot be resolved, the student will be unable to participate in the curriculum and will therefore be dismissed from the Program.

The Utah State Office of Education will not accept copies of background checks completed elsewhere. Students will be notified by email when their background application is complete by the Utah State Office of Education (USOE). If students continue to work in Utah schools as a practicum student or intern after possessing a temporary practice license for 3 years, they will need to complete another background check and renew this license.

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### **Hours Tracking**

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Students are responsible for consistently and accurately tracking their practicum hours across all placements. Students should track hours using an Excel spreadsheet provided by the Program. Practicum supervisors will periodically review and approve students' hours. Questions regarding how to log specific types of practicum hours should be directed to practicum supervisors.

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### **Placement Decisions**

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Practicum placement decisions are made by the Program Faculty. Students should consult with their Major Professor regarding which practicum placements would be optimal in relation to internship and future career goals.

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### **Supervisor Evaluation**

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Students performance in practicum is evaluated at the conclusion of each semester of Year 2 via the [School-Based Practicum & Internship Evaluation](#).

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## School Psychology Praxis® Exam

Following the completion of all Program coursework (both MEd and EdS sequences) and the successful completion of the Year 2 practicum sequence, students are eligible to take the School Psychology Praxis® Exam. This exam serves as a key mechanism for evaluating the knowledge and skills students have acquired related to the practice of school psychology. Following are the policies and parameters governing the Praxis requirement.

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### General Criteria

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- Must take and pass the School Psychology Praxis® Exam
- Basic information about the exam is located at the following website:  
<https://www.ets.org/praxis/nasp/requirements>
- Information related to preparing for the exam is located at the following website:  
<https://www.ets.org/praxis/prepare/materials/5402/>

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### Evaluation Criteria

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- Must receive a “qualifying” (i.e., passing) score on the exam ( $\geq 147$ )

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### Timeline for Completion

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- Recommend taking any time after completing Year 2 of the Program
- Must be completed prior to conferral of EdS degree

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## Thesis Project

In addition to didactic coursework and practicum, the Program curriculum includes a thesis project (Plan A option) as part of the EdS requirement. Following are the parameters governing the completion of the thesis project.

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### General Criteria

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- Thesis presents an original empirical research project
- Research questions, methods, and/or data may be provided by faculty
- The proposal document should include (1) a relatively brief and focused Introduction section (5–8 pages), (2) a Method section that is long enough to adequately describe the study parameters, (3) a description and rationale of expected results (included in the Introduction or as a stand-alone section), and (4) a References section
- The proposal must not exceed 30 pages (not including references)
- It is generally expected that the final document will not exceed 40 pages
- Student must conduct all data analyses, with consultation from faculty/Stats Studio
- Student must write the entire manuscript, with consultation from faculty
- Content of the written document and oral presentation should be consistent with the competencies outlined in the [Thesis & Dissertation Competencies List](#)
- Must be formatted according to the Graduate School's Publication Guide: <http://rgs.usu.edu/graduateschool/thesis-dissertation-requirements/>

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### Evaluation Procedures

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- Must receive a “Satisfactory” mark on the Record of Examination completed by the Graduate Supervisory Committee

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### Timeline for Completion

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- Develop idea for project in Fall semester of Year 1
- Begin writing proposal in Spring and/or Summer semester of Year 1
- Oral proposal should take place prior to the end of Spring semester of Year 2
- Oral defense should take place prior to the end of Spring semester of Year 3

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## Graduate School Paperwork

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Completion of the thesis requires the completion of related Graduate School paperwork. Students are responsible for initiating the necessary paperwork and then following-up with the Coordinator of Psychology Programs to ensure that all paperwork has been completed. Necessary forms can be located at this website: <http://rgs.usu.edu/graduateschool/forms/>.

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## Internship

The school-based internship is considered the capstone practicum experience for the School Psychology EdS Program. Internship is typically a paid experience and occurs during Year 3 of the Program. Following are key Program policies and parameters relevant to the school-based internship experience.

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### General Parameters

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All students are expected to apply for school-based internships wherein they (1) will have opportunities to engage in broad school psychological service delivery and (2) will be supervised by an appropriately credentialed school psychologist. Prior to beginning the internship, supervisors must be credentialed to practice school psychology for at least 3 years and be employed at the current practice site for at least 1 year. Students must take initiative to identify appropriate internship sites/supervisors and submit applications in a timely manner. Students should be aware that school districts in Utah (and other states) may begin accepting internship applications as early as February.

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### Internship Eligibility

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To be eligible to apply for internship, students must have successfully completed the following requirements:

- All MEd coursework
- Majority of EdS coursework (sans courses in progress and thesis/internship credits)
- Thesis proposal written and successfully presented/approved
- Be on-track to accrue 350 total hours in practicum prior to beginning internship
- Rated “Emerging” (or higher) by their Year 2 practicum supervisor across all Global Competencies outlined on the [School-Based Practicum & Internship Evaluation](#)

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### Internship Credits

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Students must enroll in PSY 6950: School Psychology Internship during the Fall and Spring semesters of the internship year, which is a 3-credit course. Students who are receiving student loans during internship year should be aware that loan/lending agencies may have course credit requirements that are complicated by this situation. Students are encouraged to check

with their loan/lending agencies (if relevant) to understand the requirements for continued loan deferment.

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### **Internship Grades**

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Internship course grades are primarily based on the evaluations and feedback received from internship supervisors. It is the student's responsibility to ensure that the internship supervisor completes the evaluation form and provides feedback to the Program Director at the end of each semester. If the Program Director has received no evaluation or feedback from an internship site, the student will receive an "I" (incomplete) grade for that semester. To get the "I" removed from a transcript, students must request that the internship supervisor complete and return the formal evaluation to the Program Director.

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### **Internship Hours**

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The internship must result in a minimum of 1200 total hours, and all internship hours must be logged using an Excel spreadsheet provided by the Program. It is recommended that interns spend at least 25% of their time providing direct psychological services to clients, caregivers of clients, and/or professionals who provide services to clients (e.g., teachers and other mental health professionals) in schools. Thus, a minimum of 300 direct contact hours should be accrued during the internship year. Although these minimums are generally sufficient for credentialing as a school psychologist in most states, they may not be consistent across states. Students are therefore encouraged to consult the relevant credentialing requirements for states they wish to work in post-graduation.

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### **Internship Timetable**

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Full-time internships are completed within the scope of a single school-year. In rare circumstances when a part-time internship is completed, the internship timetable may be extended to no more than two school-years. Part-time internships are typically the result of extenuating circumstances and must be approved from the Program Faculty.

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## **Program Involvement**

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As mentioned above, it is the student's responsibility to find, apply for, and obtain an appropriate school-based internship placement. After doing so, the Program Director assists in coordinating and facilitating the internship experience by doing the following:

- Ensuring that the intern and supervisor review and sign the Intern Agreement
- Conducting a formal check-in with the intern and supervisor in the Fall semester as well as in the Spring semester
- Reviewing the supervisor's intern evaluations (mid and final) and providing the student with constructive feedback
- Resolving any concerns that arise between the student and supervisor

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## **Internship Portfolio**

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Students are required to compile an internship portfolio, which consists of a variety of work samples that demonstrate students' competencies related to Program training goals and objectives. Criteria for developing and evaluating this portfolio are located in an external document entitled "Guidelines for Practicum and Internship Portfolio."

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## Additional Policies

The majority of Program policies are outlined in earlier sections of the Handbook that are devoted to specific aspects of Program administration. Following are additional policies governing administration of the Program, which were not already included in earlier sections of the Handbook. Questions regarding these additional Program policies should be resolved by (1) referencing the Handbook, (2) consulting the Major Professor, and (3) consulting the Program Director (in that order).

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### Academic Freedom

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Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Academic freedom does not, however, give students the right to change Program requirements. The University's policy on academic freedom can be located at the following website: <https://www.usu.edu/policies/403/>.

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### Participation in Research Lab

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Students are expected to actively participate in the research lab directed by their Major Professor. If the Major Professor is not currently sponsoring a research lab, s/he will arrange for the student to participate in another faculty's lab. Research lab is a formative environment for training school psychologists who can understand, apply, advance, and improve the scientific basis of the field. The extent of students' involvement in research lab should be determined in consultation with their Major Professor and is likely to vary throughout their training, depending on the nature of their involvement in other curriculum-related activities. Decisions to participate in other faculty's research labs should be made in consultation with the Major Professor. Prior to participating in research lab, all students should first complete the CITI training on human subjects and ethics in research, which is accessible via the University's IRB website: <http://rgs.usu.edu/irb/training/>

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### Graduate Assistantships

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The Program is a rigorous, full-time training experience that typically includes a graduate assistantship (teaching, research, or clinical position) for each semester students are on-campus. Assistantships are a means of financial support that are coordinated by Program Faculty and require 20 hours of work per week (0.50 FTE). Students must have a .50 FTE

assistantship to be eligible for tuition waivers and awards. Any assistantship (or combination of assistantships) that exceeds 20 hours per week must be approved by (1) your Major Professor, (2) the Program Director, and (3) the Department Head (in that order). A form documenting this approval must be submitted to the Graduate School.

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### **External Employment**

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Given the full-time and intensive nature of the Program, it is strongly recommended that students not maintain, seek, or obtain external employment while enrolled in the Program. Extenuating circumstances that require external employment should be discussed with the Major Professor.

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### **Progress Monitoring & Evaluation**

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All students are monitored and evaluated on an ongoing basis by the Program Faculty. The purpose of all monitoring and evaluation is to ensure that students succeed in meeting the Program training aims and competencies. All students will be provided with formal feedback from the Program Faculty at the end of each academic year via the [Specialist Student Annual Evaluation](#). Students will also be evaluated on a semester-by-semester basis by practicum supervisors in Year 2 via the [School-Based Practicum & Internship Evaluation](#). More frequent monitoring or evaluation may be provided by the Major Professor or other faculty on an as-needed basis. Students should be aware that failing to meet evaluation benchmarks may result in a remediation plan (see below) and/or dismissal from the Program (see below).

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### **Psychological Services & Compensation**

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It is illegal and unethical for any person to offer services as a “school psychologist” or to advertise or in any way profess to be a “school psychologist” until credentialed as such by an appropriate credentialing body. It is also illegal and unethical for any student to accept money from clients for any psychological services offered on a private basis while the student is in training, except in an area permissible under other licenses or certificates held by student (e.g., Social Work). The exception to this rule is the clinical assistantships that are arranged by the faculty as part of the Program curriculum. Ethical mandates require that students clearly state their title and level of training when representing themselves in professional situations (e.g., Joe Smith, MEd, School Psychology Intern).

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## Ethical Behavior

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Students are expected to be familiar with and adhere to the professional ethics codes and principles proposed by NASP. Although some ethical mandates are aspirational, many standards are enforceable rules with substantial consequences (e.g., inability to obtain a professional credential). Ethical violations that occur within the context of the Program may result in a remediation plan (see below) or dismissal from the Program.

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## Remediation Plans

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Any student who fails to make adequate progress in the Program or engages in unethical behavior related to the Program may be subject to a remediation plan. Remediation plans are carried out by at least two Program faculty, one of which must be the student's Major Professor. The plan should be based on a problem-solving model that includes the following processes:

1. Collecting and reviewing data to identify the nature of the student's problem
2. Developing a plan with goals and actionable steps to remediate the problem
3. Monitoring and evaluating the student's response to the remediation plan

Students must be provided with appropriate opportunities and supports to benefit from the remediation plan. An inadequate response to the remediation plan may result in dismissal from the Program. All students are protected in this situation by University policies that govern student's rights, appeals, and due processes. Students who feel they have been unfairly treated should consult the University regulations for student appeals. Information regarding student rights and appeals can be located at the following website:

<https://studentconduct.usu.edu/studentcode/article7>.

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## Dismissal From the Program

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If dismissal from the Program is considered, then a protocol is followed to confirm the dismissal recommendation:

1. The Program Faculty meet to determine that the dismissal recommendation is grounded in a rationale that is clearly outlined in Program policy (as stated in this handbook) and/or University policy (as stated elsewhere)



2. The Program Faculty vote on the recommendation to dismiss the student from the Program
3. If the vote is unanimously in favor of dismissal, the Program Director forwards the dismissal recommendation to the entire Department Faculty
4. The Department Faculty vote on the recommendation to dismiss the student from the Program
5. If a simple majority of the voting faculty uphold the dismissal decision, the Department Head forwards the dismissal recommendation to the Dean of the Graduate School
6. The Dean of the Graduate School makes a final, independent decision regarding the student's dismissal
7. If dismissed from the Program, the student retains the right to appeal the decision

All students are protected in this situation by University policies that govern student's rights, appeals, and due processes. Students who feel they have been unfairly treated should consult the University regulations for student appeals. Information regarding student rights and appeals can be located at the following website:

<https://studentconduct.usu.edu/studentcode/article7>.

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### **Access to USU Student Services**

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The University offers abundant student services, including academic, physical health, mental health, disability, financial, employment, legal, and social supports. Students are entitled to access all of the services provided by the University during their tenure as a graduate student. A complete list of these services and information regarding how to access them can be found at the following website: <https://studentaffairs.usu.edu/>

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### **Students with Disabilities**

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Students with disabilities must be able to complete Program requirements with reasonable accommodations. The Americans with Disabilities Act (ADA) defines reasonable accommodations as the provision of services, such as interpreters, note-takers, extended time on examinations, architectural access, program modification and other adjustments. Achieving reasonable accommodations for a student with a disability involves shared responsibility among students, faculty, and staff. Accommodations are determined on an individualized basis and are coordinated by the University's Disability Resource Center. More information regarding reasonable accommodations and the process by which these are obtained is available at the following website: <https://www.usu.edu/drc/getting-started>.

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### **Attendance at Program Events**

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The Program sponsors and participates in several events throughout each academic year, some of which are mandatory and others of which are optional. All students are expected to attend “Program Meetings,” as these are the primary venue for conducting and communicating official Program business. Students are also expected to attend and participate in interview-day events (for prospective students or faculty), as these are an essential Program function. Additionally, all students in the Department are expected to attend departmental colloquia. If students will be missing a mandatory Program or Department meeting for any reason, it is their responsibility to (1) notify the Major Professor and (2) obtain notes from the meeting from one of their peers in the Program. Attendance is non-mandatory for Program or Department events that are billed as “socials” or unofficial gatherings.

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### **Department Facilities & Supplies**

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The Department's research and clinical facilities may be used by students; however, students should follow all applicable scheduling guidelines. Research labs or other work spaces may be equipped with computers and printers for student use, yet these technologies are designated for university-related functions. Please note that the Department does not provide letterhead, postage, or mailing supplies for your personal use. If students in a research lab needs supplies to accomplish their work, they should consult their Major Professor or Lab Director regarding how to properly obtain these supplies. Department staff are not available to do student word-processing (including formatting of theses and dissertations).

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### **Department Mailbox**

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Students are assigned a Department mailbox, which is located inside the front door of EDUC #487. This mailbox should only be used for university-related functions. It is inappropriate to use this mailbox or the Department’s university mailing address for personal mail.

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### **Email**

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Students are provided a university-sponsored email address, yet they are welcome to use a personal email address for Program and Department-related communications. Students are responsible for informing the Program and Department of their preferred email address and for

ensuring that they check email regularly, as most Program, Department, and University-related information is conveyed this way.

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### **Student Representative**

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One student from the School Psychology PhD Program serves as the student representative for EdS students at Program and Department meetings. The student representative serves for at least 1 year and no longer than 2 years. The student is responsible for representing the interests of all graduate students within the School Psychology PhD and EdS Programs, and is elected by the entire student cohort of both Programs. The representative or his/her designee may also serve on any other committees on campus that request graduate student representation. All students are encouraged to communicate with the student representative in order to provide feedback and raise concerns relative to their experiences in the Program.

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### **Student Mentors**

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All students are assigned a student mentor prior to matriculating into the Program. The student mentor is a fellow doctoral student who has completed at least one year in the School Psychology EdS or PhD Program. The matching of incoming students with mentors is the responsibility of the current student representative, working in consultation with the Program Director.

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### **Tuition Awards**

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Students from out-of-state are eligible for a tuition award that covers the out-of-state portion of tuition for classes on a student's program of study. Students who are already residents of Utah are not eligible for tuition awards. Out-of-state tuition awards are only awarded to non-Utah residents during their first year in the program. After that, students must obtain Utah residency unless they are international students, in which case the out-of-state portion of tuition will continue to be covered. All tuition awards are contingent on a student maintaining a 0.5 FTE assistantship throughout his/her tenure in the Program.

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### **Complaints & Grievances**

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All complaints or grievances with persons in the Program, Department, College, or University (whether students or faculty) should be handled using the approach outlined in APA's ethical

code of conduct. First, students should discuss the problem with the person that is the source of the complaint or grievance. If this does not resolve the problem, students should then consult their Major Professor. If a resolution is not obtained at that level, students should contact the Program Director. In rare instances, it may be necessary to bring unresolved problems to the attention of the Department Head or the Dean of the Graduate School. All students are protected in this situation by University policies that govern student's rights, appeals, and due processes. The University's regulations governing complaints and grievances be found at the following website: <https://studentconduct.usu.edu/studentcode/article7>

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### **Program Residency**

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Students are expected to maintain continuous full-time enrollment during each academic year of the Program, with the exception of the internship year. The Graduate School defines full-time enrollment as (a) 9 or more credits per term, or (b) a minimum of 6 credits when employed as a graduate assistant for at least 15 hours per week, or (c) a minimum of 3 credits if only the research component of the degree is remaining and all other coursework is complete. Extenuating circumstances that require part-time or lapses in enrollment will be considered on a case-by-case basis and must be approved by (1) the Major Professor and (2) the Program Director (in that order).

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### **Social Media, Online Outlets, & Electronic Presence**

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Students should be aware that their use of social media, online outlets, and other electronic presences (e.g., voicemail prompts and email signature lines) may be reviewed by the Program if such use appears to violate legal or ethical guidelines. Students should also be aware of the following potential implications for any public material they produce or support via social media and online outlets:

- Practicum and internship sites may conduct online searches of students' names and review resulting public material prior to inviting students to interview and/or ranking students for the internship match
- Clients may conduct online searches of students' names and review resulting public material prior to deciding to work with students or during the tenure of the professional relationship with them
- Potential employers may conduct online searches of students' name and review resulting public material prior to deciding to interview or hire students for a position

Students should not do the following when using social media or online outlets:

- Speak on behalf of the Program, Department, College, or University
- Engage in any behavior using University materials that may be construed as copyright infringement or plagiarism
- Share confidential or potentially identifying information regarding clients that they serve or the duties they perform during Program-sanctioned practicum
- Depict or share the image or persona of any Program Faculty or other University employee without that person's permission

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### **University Student Code**

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The University has a comprehensive Student Code that outlines the rights and responsibilities of students, regulations governing student behavior and discipline, and a variety of other issues that are germane to student expression and protection. The Student Code is too lengthy to summarize in the Handbook, and therefore students are referred to the original document to answer any questions about University policies: <https://studentconduct.usu.edu/studentcode/>.

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### Links to Key University Info

Utah State University: <http://www.usu.edu/>

School Psychology PhD and EdS Program:

<http://psychology.usu.edu/academics/grad/school-psychology/index>

Department of Psychology: <http://psychology.usu.edu/>

College of Education & Human Services: <https://cehs.usu.edu/>

School of Graduate Studies: <http://rgs.usu.edu/graduateschool/>

Graduate Catalog: [http://catalog.usu.edu/preview\\_entity.php?catoid=12&ent\\_oid=998](http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998)

Graduate Thesis & Dissertation Requirements:

<https://rgs.usu.edu/graduateschool/thesis-dissertation-requirements/>

Tuition & Financial Aid Office: <https://rgs.usu.edu/graduateschool/tuition-financial-aid/>

Graduate School Forms: <https://rgs.usu.edu/graduateschool/tuition-financial-aid/>

Degree Completion Deadlines & Checklists:

<https://rgs.usu.edu/graduateschool/degree-completion/>

Office of Student Conduct: <https://studentconduct.usu.edu/>

Division of Student Affairs: <https://studentaffairs.usu.edu/>

Access and Diversity Center: <http://accesscenter.usu.edu/>

Disability Resource Center: <https://www.usu.edu/drc/>

Student Health Services: <https://health.usu.edu/>

Student Mental Health Services: <https://counseling.usu.edu/>

Mental Health Resources: <https://rgs.usu.edu/graduateschool/mental-health/>

Affirmative Action and Equal Opportunity Office: <http://aaeo.usu.edu/>

Campus Police: <http://dps.usu.edu/>

Student of Concern Report:

[https://cm.maxient.com/reportingform.php?UtahStateUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?UtahStateUniv&layout_id=4)

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**UtahStateUniversity**  
SCHOOL PSYCHOLOGY PROGRAM

**Specialist Student Annual Evaluation**

Version 10-25-18

Student:

Year in Program:

Major Professor:

Date the Program Faculty conducted the evaluation:

Date the evaluation was communicated to student:

The purpose of the Specialist Student Annual Evaluation is to provide students in the School Psychology EdS Program with formal feedback from the Program Faculty regarding (1) their progress in key Program domains, (2) their status regarding major Program requirements, and (3) their overall progress in the Program. This evaluation form must be completed by the student's Major Professor, after reviewing and discussing the student's annual progress with the other Program Faculty.

To aid the Program Faculty in reviewing the student's progress, students should submit the following documents to their Major Professor prior to review meeting: (1) a current copy of the student's graduate transcript at USU (i.e., courses taken and grades received), (2) a report detailing the student's total practicum hours to date, and (2) a copy of the student's most recent assistantship evaluation form.

To achieve satisfactory overall progress in the Program, students must receive "Satisfactory" marks in the majority of Program domains and "Complete" marks on all major requirements relevant to their current year in the Program.

**Evaluation Rubric**

INAD = Inadequate. Student exhibits inadequate progress in the Program domain that accords with expectations for his/her current year in the Program. Student requires inordinate supervision and feedback from Faculty to make progress.

SATI = Satisfactory. Student exhibits satisfactory progress in the Program domain that accords with expectations for his/her current year in the Program. Student requires typical supervision and feedback from Faculty to make progress.

EXEM = Exemplary. Student exhibits exemplary progress in the Program domain that exceeds expectations for his/her current year in the Program. Student requires minimal supervision and feedback from Faculty to make progress.



### Progress in Key Program Domains

Domain	INAD	SATI	EXEM
Research Lab			
Didactic Coursework			
Practicum Performance			
Graduate Assistantship			
Relevant Milestone Projects			
Responsiveness to Faculty Feedback			
Interpersonal Skills and Professionalism			

### Status of Major Program Requirements

Requirement	Incomplete	Complete
MEd Coursework		
Thesis Proposal		
EdS Coursework		
Thesis Defense		
School Psychology Praxis® Exam		
Internship Secured		
Internship Finished		
Internship Portfolio		

### Overall Progress in the Program

Considering all of the evaluation points above, the Program Faculty have determined that the student is making [INSERT DESCRIPTION] overall progress toward completing the School Psychology EdS Program.

### Narrative Comments & Feedback

[INSERT INDIVIDUALIZED COMMENTS AND FEEDBACK HERE]

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**UtahStateUniversity**  
SCHOOL PSYCHOLOGY PROGRAM

**School-Based Practicum & Internship Evaluation**

Version 10-25-18

Student:

School site:

School district:

Supervisor:

Date the evaluation was completed by the Supervisor:

Date the evaluation was communicated to the Student:

The purpose of the School Practicum & Internship Evaluation is to provide students in the School Psychology EdS & PhD Program with formal feedback from Supervisors regarding their demonstration of competencies that are outlined in NASP's Model for Comprehensive and Integrative School Psychological Services (2010) and Standards for Graduate Preparation of School Psychologists (2010) as well as in the Program's training goals and objectives. For both EdS and PhD students, this evaluation form must be completed by the student's primary Supervisor at the end of each semester of their school-based practicum in Year 2. EdS students must also have their primary Supervisor complete this form at the end of each semester of their school-based internship in Year 3.

Students' demonstration of competencies should be evaluated by Supervisors according to expectations for specialist-level internship readiness. To be eligible to begin a specialist-level internship, students must receive at least "Emerging" marks across all Global Competencies rated by their Supervisor in the Spring semester of Year 2. To successfully pass internship, students must receive "Satisfactory" marks across the majority (but not all) Global Competencies rated by their most recent Supervisor.

Questions or concerns regarding the content of this evaluation should be addressed to the student's faculty supervisor at USU: [INSERT NAME AND EMAIL]

**Evaluation Rubric**

**NOBS = Not observed.** The Supervisor did not observe the student engaging in practice related to this competency or related sub-skills.

**INAD = Inadequate.** Students fails to exhibit any evidence of the competency, or fails to exhibit the competency adequately given his/her current level of applied/clinical training. Student

demonstrates ineffective sub-skills and requires inordinate supervision and feedback from the Supervisor.

EMER = Emerging. Student exhibits the competency at an emerging level that is characteristic of novices in early stages of applied/clinical training. Student demonstrates sub-skills with varying levels of effectiveness and requires typical supervision and feedback from the Supervisor.

SATI = Satisfactory. Student exhibits the competency at a satisfactory level that is on par with expectations for interns and early-career practitioners. Student demonstrates sub-skills effectively with typical supervision and feedback from the Supervisor.

EXEM = Exemplary. Student exhibits the competency at an exemplary level that exceeds expectations for interns and early-career practitioners. Student demonstrates sub-skills effectively with minimal supervision and feedback from the Supervisor.

### Global Competencies

Competency Domain	NOBS	INAD	EMER	SATI	EXEM
I. General professional skills					
II. Data-based decision making/accountability skills					
III. Mental health and behavioral service skills					
IV. Academic intervention skills					
V. Consultation and collaboration skills					
VI. Diversity skills					
VII. Legal, ethical, and professional practice skills					
VIII. Research skills					
IX. Family–school collaboration skills					
X. School-wide practice skills					
XI. Preventive and responsive service skills					

### Sub-Skills within Competencies

I. General professional skills	NOBS	INAD	EMER	SATI	EXEM
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A. Professionalism and stress management					
B. Interpersonal communication skills					
C. Dependability, timeliness, and task management					
D. Self-awareness and perspective of others					
E. Appropriately independent and takes initiative					
F. Responsiveness to supervisory feedback					
II. Data-based decision making/accountability skills	NOBS	INAD	EMER	SATI	EXEM
A. Administers various assessment strategies with standardized testing procedures					
B. Interprets assessment for screening and eligibility with consideration of cultural/contextual factors					
C. Uses a problem-solving framework to understand students' problems and strengths					
D. Communicates assessment information in a professional and comprehensible manner					
III. Mental health and behavioral service skills	NOBS	INAD	EMER	SATI	EXEM
A. Uses assessment methods to identify mental health and behavioral problems/intervention goals					
B. Uses data to develop effective interventions for mental health and behavioral problems					
C. Implements individual/group/class-level interventions that resolve behavioral concerns					
D. Implements individual/group/class-level interventions that resolve mental health concerns					
E. Uses data to evaluate the effectiveness of mental health and behavioral services					
IV. Academic intervention skills	NOBS	INAD	EMER	SATI	EXEM
A. Uses assessment methods to identify academic problems and intervention goals					

B. Uses data to develop effective interventions to meet academic goals					
C. Considers curriculum and instructional strategies to meet benchmarks					
D. Incorporates culturally responsive instructional strategies					
E. Uses data to evaluate progress with intervention					
V. Consultation and collaboration skills	NOBS	INAD	EMER	SATI	EXEM
A. Uses a problem-solving-based consultation process					
B. Develops and supports teacher/parent interventions to achieve consultation goals					
C. Establishes collaborations among families, teachers, community providers, and others					
D. Works collaboratively and meets role obligations with multidisciplinary teams					
VI. Diversity skills	NOBS	INAD	EMER	SATI	EXEM
A. Combines a problem-solving framework with culturally responsive practices for diverse students					
B. Considers individual cultural differences, strengths, and backgrounds to plan services					
C. Implements culturally responsive practices in all services to help meet intervention goals					
D. Uses data and strategies to promote fairness and social justice in school policies and programs					
E. Supports, empowers, or advocates for students and families from diverse backgrounds					
VII. Legal, ethical, and professional practice skills	NOBS	INAD	EMER	SATI	EXEM
A. Uses an ethical decision making model to adhere to ethical and professional standards					
B. Adheres to legal regulations in all practices					

VIII. Research skills	NOBS	INAD	EMER	SATI	EXEM
A. Applies evidence-based assessment, intervention, and consultation practices					
B. Uses various techniques and technology resources for data collection, measurement, and analysis					
C. Evaluates fidelity and effectiveness of intervention plans					
IX. Family–school collaboration skills	NOBS	INAD	EMER	SATI	EXEM
A. Collaborates respectfully with families and facilitates family participation in decision-making					
B. Uses strategies to facilitate home-school interventions					
C. Advocates for and provides culturally responsive practices for diverse students and families					
X. School-wide practice skills	NOBS	INAD	EMER	SATI	EXEM
A. Collaborates within a multitiered system of services to support student outcomes					
B. Advocates for policies and practices that promote inclusive and positive school environments					
C. Advocates for needed change in a school system that promotes student outcomes					
D. Collaborates with educators and administrators to establish a positive/inclusive school climate					
XI. Preventive and responsive service skills	NOBS	INAD	EMER	SATI	EXEM
A. Participates in school crisis prevention/response teams					
B. Appropriately intervenes during a crisis event					
C. Uses knowledge of risk and protective factors to prevent problems and promote student wellbeing					
D. Participates and evaluates programs that					

promote a positive school climate, safety, and inclusion					
E. Facilitates culturally responsive crisis practices that respond to family culture and context					

**Narrative Comments & Feedback**

[INSERT INDIVIDUALIZED COMMENTS AND FEEDBACK]

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**UtahStateUniversity**  
SCHOOL PSYCHOLOGY PROGRAM

**Thesis & Dissertation Competencies List**

Version 10-25-18

The purpose of the Thesis & Dissertation Competencies List is to provide students in the School Psychology EdS and PhD Program with a formal statement of the scientific research competencies that will be considered by Program Faculty when evaluating the written documents and oral presentations associated with thesis and dissertation projects. The competencies listed below are a more detailed version of the scientific research aims/goals stated in the EdS and PhD Handbooks. Students may use this list to help guide the development of written documents and oral presentations. Program Faculty may use this list to help scaffold the feedback they provide to students regarding the quality of documents and presentations.

**Global Competencies**

Competency Domain
I. Reviewing and synthesizing the literature
II. Designing and implementing the study
III. Selecting and applying data analysis techniques
IV. Reporting, interpreting, and discussing results
V. Communicating and presenting the study

**Sub-Skills within Competencies**

I. Reviewing and synthesizing the literature
A. Summarizing the state of the research within an area of scientific inquiry
B. Building a case for meaningful research problems
C. Posing relevant research questions and hypotheses
II. Designing and implementing the study



A. Targeting and recruiting an appropriate sample of participants
B. Defining and measuring relevant variables
C. Identifying and using a research design that allows for addressing the research questions
D. Accounting for factors related to implementation integrity of measures and manipulations
III. Selecting and applying data analysis techniques
A. Devising and carrying out preliminary analyses (as necessary) to address threats to internal validity
B. Devising and carrying out primary analyses to answer the research questions
C. Devising and carrying out exploratory analyses (as necessary) to probe unexpected findings
IV. Reporting, interpreting, and discussing results
A. Reporting results from data analyses
B. Interpreting results from data analyses in relation to the research questions and hypotheses
C. Discussing results from data analyses within the context of the broader base of scientific literature
V. Communicating and presenting the study
A. Communicating the study in writing using professional language and APA Style conventions
B. Presenting the study orally using professional language and adequate content coverage
C. Responding effectively to Faculty's questions, comments, and critiques regarding the study

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