



School Psychology EdS Handbook

2024–2025 Academic Year

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Utah State University
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1. Land Acknowledgement

“As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.”

– USU official land acknowledgement statement

2. Preface

The Handbook is an essential resource to guide students and faculty through graduate studies in the program designated for an EdS in School Psychology—referred to hereafter as the “School Psychology EdS Program” or just “the Program.” **It is the student’s responsibility to be aware of the requirements and policies that are contained within the Handbook.** If students have questions about Program requirements or policies, they should first consult the Handbook. If questions remain unresolved, students should then consult with the Director of Training.

The Handbook contains information about Program, Department, and School of Graduate Studies requirements that is typically dispersed across multiple locations. The Program faculty may revise information presented in future versions of the Handbook, and there may be Program, Department, or School of Graduate Studies changes over the course of the academic year that affect requirements or policies in the current version of the Handbook. The Program faculty will notify students about any important changes to requirements and policies and provide updated versions of the Handbook as needed. **Again, it is ultimately the student’s responsibility to stay informed about all updates to requirements and policies.**

Here are some other important things to know about the Handbook:

- Students should consider the Handbook as a supplement (not a replacement) to the Graduate Catalog and other relevant University policies and procedures.
- The Program faculty collect and value student and supervisor feedback, and they carefully consider this feedback when updating and making changes to the Handbook.
- The Handbook is intended to function as a general guide for both students and Program faculty. That said, unanticipated or unique circumstances may arise that are not covered in the Handbook. Students should resolve such situations by consulting with the Director of Training.
- If students have suggestions about information to add, update, or revise within the Handbook, they should communicate these suggestions directly to the Director of Training.

USU has asked graduate programs to clarify that **handbooks are not legal contracts**. Following is the University’s official contractual disclaimer, which applies to this Handbook:

The University reserves all rights afforded to it under applicable law. Nothing in this policy or related policies, procedures, and practices of the University or the University’s governing institutions shall be read to offer or constitute a legal agreement or be subject to legal jurisdiction of the law courts of any kind. The University’s policies, procedures, and practices are subject to change at any time.

3. Respecting Dignity & Promoting Social Justice

3.A. Core Values

The Program is committed to respecting the dignity and rights of all persons, regardless of their background, identity, status, or other actual or perceived characteristics. This commitment applies to all aspects of the Program, including admissions, teaching and mentoring, clinical training and supervision, research and scholarship, and so on.

The Program is committed to promoting fairness and social justice, cultivating conditions that allow all people equal access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. This commitment also applies to all aspects of the Program, including admissions, teaching and mentoring, clinical training and supervision, research and scholarship, and so on.

These core values are grounded in the professional ethical standards of health service psychology, as outlined by the [American Psychological Association's \(APA\) Ethical Principles of Psychologists and Code of Conduct \(2010/2016\)](#), as well as those of the profession of school psychology, as stated in the [National Association of School Psychologist's \(NASP\) Principles of Professional Ethics \(2020\)](#).

3.B. Program Environment

The Program strives to provide a welcoming and rigorous training environment, where all persons feel both socially supported and intellectually challenged. If students have concerns regarding their experiences in the Program as it relates to the Program's core values, they are encouraged to voice these concerns to their Student Representative and/or their Major Professor and/or the Director of Training Program and/or in their responses to end-of-year program satisfaction surveys. Program faculty are committed to hearing students' voices and using student feedback to continually improve the quality of the Program environment.

The Program community will evidence a range of attitudes, beliefs, and behaviors. Throughout the Program, students will engage in self-reflection regarding their cultural backgrounds, lifestyles, personal histories, and values. Students will also collaborate with, and provide services to, individuals who have culturally different backgrounds, lifestyles, histories, and values from themselves. If students' attitudes, beliefs, or behaviors violate core Program values (as stated above) or otherwise adversely affect their ability to perform the functions of a psychologist in-training, then students will be expected to resolve these concerns in a manner that is consistent with Program values, professional ethics, and University policy.

3.C. University Context

Utah State University offers programs that align with and support the core values stated above. In 2024, the Utah Legislature passed [HB261: Equal Opportunity Initiatives](#). In response, USU has made changes to the structure and objectives of its inclusive excellence programs and

education. Information regarding services previously offered via the “Inclusion Center” and now available via “The CARE Office” and “Academic Belonging and Learning Excellence” are described at the following [website](#). An official excerpt from USU is provided below:

Utah State University remains committed to USU’s mission of excellence, access, and inclusion for all members of our communities across Utah and will work within the guardrails of state law to ensure our campuses are a place where everyone feels welcome.

USU recognizes that Inclusion Center (and the Access and Diversity Center before it) has been a cornerstone for student support and engagement and has served as a vital welcoming space on our campus for many years. This impact is a credit to the dedicated staff of the Inclusion Center and the tireless efforts of engaged students and employees across campus. As we make the changes to adjust our approach to student support and inclusive excellence, we will build on the foundation established by the Inclusion Center and carry forward a commitment to making sure USU is a space where everyone feels that they belong, and the success of all students is championed.

4. Key University Policies

This section overviews key University-wide policies that govern administration of the Program. These policies inform faculty and student conduct across all areas of training and all aspects of degree requirements.

4.A. Academic Freedom

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/training and of students in learning. Academic freedom does not, however, give students the right to change Program requirements—and it does not permit students to fail to comply with Program policies without consequence. The University’s full policy on academic freedom is [Policy 403.2: Academic Freedom](#).

4.B Non-Discrimination

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU’s non-discrimination policies:

Executive Director of the Office of Equity

Matt Pinner, JD

matthew.pinner@usu.edu

435-797-1266

Title IX Coordinator

Cody Carmichael, JD

cody.carmichael@usu.edu

435-797-1266

For further information regarding the University’s policies on non-discrimination, please see [USU Policy 305: Discrimination Complaints](#), visit [the website for the USU Office of Equity](#), or contact:

U.S. Department of Education

Office of Assistant Secretary for Civil Rights

800-421-3481

OCR@ed.gov

U.S. Department of Education

Denver Regional Office
303-844-5695
OCR.Denver@ed.gov

4.C. Upstanding

USU encourages students to be Upstanders when they witness problematic situations or behaviors. Bystander intervention can happen before, during, or even after an incident occurs. Students can be Upstanders in four ways: (1) addressing the situation *directly* by talking to the individuals involved, (2) *delegating* by asking others to help or referring the individuals to a campus or community resource, (3) creating a *distraction* to disrupt or stop the situation, or (4) *delaying* your response to the situation by waiting to address it until after it has happened. More information about the University's policy on this topic can be found [at USU's "Upstanding" website](#).

4.D. Faculty Standards of Conduct

USU requires that all faculty adhere to standards of conduct related to professional obligations and responsibilities, including responsibilities to students and to the University. USU's full policy on faculty conduct is [Policy 403.2.3: Professional Responsibility; Standards of Conduct](#).

4.E. Student Code

The University has an extensive student code that outlines policies related to (a) the relationship between the University and students, (b) procedures for freedom of expression, (c) student responsibilities and rights, (d) regulations regarding student conduct, (e) academic integrity, (f) discrimination and harassment, and other important topics. USU's full student code can be found [at the website "The Code of Policies and Procedures for Students at Utah State University."](#)

4.F. Other Governing Policies

There are various other policies that govern institutional processes and procedures at USU. A full listing of the University's policies is available [at the "Policy Library" online](#).

5. Program Context

Following is a brief overview of the institutional, professional, accreditation, and credentialing and licensing contexts within which the Program is situated.

5.A. Institutional Context

The School Psychology EdS Program is housed in the Department of Psychology within 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. In addition to the School Psychology EdS Program, the Department offers an educational doctoral degree (PhD) in School Psychology and doctoral degrees (PhD) in Psychology with specializations in several other areas: Combined Clinical/Counseling Psychology, Behavior Analysis, Brain and Cognition, Quantitative Psychology, and Sociobehavioral Epidemiology. The Department also offers an undergraduate major (BS) in Psychology, a distance-learning masters degree (MEd) in Professional School Counseling, and contributes to a multi-department doctoral degree (PhD) in Neuroscience. 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, visit the following institutional websites:

- [USU School Psychology Program](#)
- [USU Psychology Department](#)
- [USU College of Education & Human Services](#)
- [Utah State University](#)

5.B. Professional Context

School Psychologists work in schools and allied systems of care 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 (EdS) and the doctoral (PhD or PsyD) levels. EdS-level training prepares school psychologists to function primarily as practitioners in schools or other educational settings. PhD-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. The job outlook for school psychologists practicing in schools is currently very favorable in Utah and across the nation, as there are significant shortages of practitioners in most states. For more information on the professional context, visit the websites for school psychology's primary professional organization: the [National Association of School Psychologists](#).

5.C. Approval / Accreditation Context

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. The Program's current approval status expires in 2025. More information regarding NASP's training standards and program approval / accreditation process can be found at [their website on this topic](#).

5.D. Credentialing & Licensure Context

Completion of the School Psychology EdS Program will satisfy requirements for school psychology 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 in most states.

Given the varied and changing requirements across jurisdictions, we have not determined, and cannot assure, that graduates will meet all requirements for educator licensure as a school psychologist in all states or territories. Students are encouraged to become familiar with relevant state board of education requirements and discuss their curricular plan with the Director of Training. This program meets requirements for educator licensing as a school psychologist in Utah. However, we have not determined if the program meets requirements for educator licensing in: AK, AL, AR, AS, AZ, CA, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MP, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UM, VA, VI, VT, WA, WI, WV, WY.

Further information regarding school psychology licensing and credentialing requirements can be found via the following websites:

- [Utah State Board of Education school psychology licensure](#)
- [NASP's NCSP credentialing](#)
- [NASP's listing of state-specific school psychology credentialing](#)

Upon graduation, students wishing to apply for a Utah Educator License as a School Psychologist should do so by following the process outlined on [the USU website "How to Apply for a Utah Educator License."](#)

6. Program Faculty

The Program is administered by core, associated, contributing, and adjunct faculty. Core faculty teach courses, provide supervision for practicum, and are responsible for developing and enforcing Program requirements and policies. Associated faculty help administer all aspects of the Program but their employment effort is not primarily devoted to the Program. Contributing and adjunct faculty may teach courses, provide practicum supervision, but they do not have responsibility for developing and enforcing Program requirements and policies.

The Director of Training is the primary faculty responsible for advising students in the EdS program. If students have questions about Program requirements or are having difficulty making Progress in the Program, they should take initiative to reach out to the Director of Training. Students are welcome to reach out to other faculty in the Program for support, as needed; however, they should be aware that the Director of Training has primary responsibility related to their academic advisement.

Following are the names, contact information, and brief bios for key Program faculty in the school psychology specialization.

6.A. Core & Associated Faculty

Tyler L. Renshaw, PhD

tyler.renshaw@usu.edu

office @ EDUC 418

School Psychology Core Faculty

[Dr. Renshaw](#) (he/him) is a Co-Director of Training, an Associate Professor in the Psychology Department, and a member of the core Program faculty (100% FTE). He is a licensed Psychologist in Utah, a Nationally Certified School Psychologist, and a licensed School Psychologist in Utah. He holds a PhD in combined Counseling, Clinical, & School Psychology from the University of California, Santa Barbara (2011). His expertise and research interests are in the areas of school-based mental health services, mindfulness-based interventions, and developing and validating brief rating scales for measuring mental health indicators. Dr. Renshaw has been faculty with the Program since January 2018.

Gregory L. Callan, PhD

greg.callan@usu.edu

office @ EDUC 422

School Psychology Core Faculty

[Dr. Callan](#) (they/them) is a Co-Director of Training, Associate Professor in the Psychology Department, and a member of the core Program faculty (100% FTE). They are a licensed Psychologist in Indiana and hold a PhD in School Psychology from the University of Wisconsin, Milwaukee (2014). Their expertise and research interests are in the areas of self-regulated learning and school-based interventions, with a particular interest in the development of assessments that inform intervention. Dr. Callan also has research interests in the recruitment and

retention of school psychologists, LGBTQ+ populations, bullying, and trauma. They have been faculty with the Program since August 2018.

Maggie Chan, PhD

maggie.chan@usu.edu

office @ EDUC 420

School Psychology Core Faculty

[Dr. Chan](#) (she/her) is an Assistant Professor in the Psychology Department and a member of the core Program faculty (100% FTE). She holds a PhD in combined Counseling, Clinical, & School Psychology from the University of California, Santa Barbara (2023). Her expertise and research interests are focused around building equitable, inclusive, and welcoming school environments by understanding how contextual (e.g., school diversity), sociocultural (e.g., social support), and intrapersonal (e.g., social-emotional skills) factors contribute to positive psychosocial development and educational experiences in school. Another line of her work centers on school-based mental health screening, aiming to improve the cultural responsiveness of screening tools and diminish inequity in mental health care. Dr. Chan has been faculty with the Program since August 2023.

Erik J. Reinbergs, PhD

erik.reinbergs@usu.edu

office @ SSCE 444

School Psychology Core Faculty

[Dr. Reinbergs](#) (he/him) is an assistant professor in the Psychology Department and a member of the core Program faculty (100% FTE). He is a licensed psychologist in Texas and a nationally certified school psychologist. He holds a PhD in School Psychology from the University of Massachusetts Amherst (2020). His expertise and research interests are in the areas of suicide and self-harm, including assessment, intervention, prevention, and postvention—particularly among youth and young adults. He also has interests in youth psychopathology, behavior therapies such as DBT and ACT, and school mental health. He has been with the program since 2024.

David Longhurst, PhD

david.longhurst@usu.edu

office @ SCCE 448

School Psychology Associated Faculty

[Dr. Longhurst](#) (he/him) is a psychology post-doctoral fellow in the Integrated Assessment (IA) division of the Behavioral Health Clinic, a Clinical Assistant Professor, and an associated member of the core Program faculty (25% FTE). He is currently pursuing licensure in Utah. He holds a PhD in School Psychology from Utah State University (2024). His expertise is in the areas of assessment and identification of autism and related neurodevelopmental disabilities, school-medical collaboration, and parent trainings. He also supervises practicum students in IA who are seeking to gain more experience in assessment of developmental disorders and report writing. Dr. Longhurst has been faculty with the Program since August 2024.

Gretchen Gimpel Peacock, PhDgretchen.peacock@usu.edu

office @ SCCE 457

School Psychology Associated Faculty

[Dr. Peacock](#) (she/her) is the Executive Director of the Sorenson Legacy Foundation Center for Clinical Excellence, an Associate Dean for the EEJ College of Education & Human Services, a Professor in the Psychology Department, and an associated member of the Program faculty (10% FTE). She is a licensed Psychologist in Utah and holds a PhD in School Psychology from the University of South Carolina (1995). Her expertise and research interests are in the areas of parent training and behavioral interventions. Dr. Peacock has been faculty with the Psychology Department since 1995.

6.B. Contributing & Adjunct Faculty

In addition to the specialization faculty listed above, various other contributing and adjunct faculty support the success of the Program by teaching required courses, providing supervision for practicum experiences, and serving on students' dissertation committees. Most of these other supporting faculty have positions as core faculty in other specializations/programs sponsored by the Psychology Department. Others have full-time positions in other departments at USU, as faculty at other universities, or as psychologists working in community settings. The constellation and functions of supporting faculty shift on an annual basis. Inquiries about current contributing and adjunct faculty can be directed to the Co-Directors of Training.

7. Program Students

Following is a record of students who are currently enrolled in the Program as well as who have recently completed the Program (circa 2023). We provide the years they were in the Program, their internship site, and first post-graduate position, so that prospective and current students can see trajectories within the Program.

Program Years	Name	Internship	First Post-Grad Position
2020–2023	Allysia Rainey	Canyons SD, UT	Canyons SD, UT
2020–2023	Aubrey Taylor	Nebo SD, UT	Nebo SD, UT
2020–2023	Molly Johnson	Granite SD, UT	Granite SD, UT
2020–2023	Tyler Barton	Cache SD, UT	Cache SD, UT
*2017–2023	Siri Sedgwick	Davis SD, UT	Davis SD, UT
*2019–2023	Sami Tibbets	Jordan SD, UT	Jordan SD, UT
2023–present	Bailey Brinkerhoff	–	–
2023–present	Julie Rice	–	–
2023–present	Floriana D’Aleo	–	–
2023–present	Gwen O’Berry	–	–
2023–present	Rae Ostergar	–	–
2024–present	Thomas Ranck	–	–
2024–present	Alyssa Meyer	–	–
2024–present	Joshua Forbush	–	–
2024–present	Joseph Stock	–	–
2024–present	Skye Vargo	–	–
2024–present	Kayla Squire	–	–
2024–present	Gabby Arkell	–	–
2024–present	Maddy Glenn	–	–
2024–present	Kimberly Heaps	–	–
2024–present	Maren Bullard	–	–
2024–present	Bethany Moos	–	–

Note. SD = School District. * = First enrolled in the PhD Program, then transitioned to the EdS Program.

8. Admissions

The Program admits new graduate students yearly. Following are key policies and parameters governing Program admissions. Answers to many questions regarding admissions requirements or process can be found by consulting the information provided on [the Department's "How to Apply" webpage](#). Questions that cannot be answered through these means should be addressed directly to the Director of Training via email.

8.A. Non-Discrimination & Diversity

In its programs and activities, including in admissions and employment, Utah State University does not discriminate nor tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law.

The Program encourages applications from individuals with diverse backgrounds and seeks to cultivate an inclusive and equitable training environment that supports cultural diversity and promotes anti-racism and social justice. Program faculty are responsible for ensuring the admissions process is non-discriminatory and adheres to the University policy (stated above). Applicants with disabilities must be able to complete Program requirements and related professional functions with reasonable accommodations.

8.B. Basic Admissions Criteria

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

- Hold a bachelor's degree by the time of matriculating into the Program
- Have at least a 3.0 GPA for the last 60 semester or 90 quarter credits
- Provide three letters of recommendation
- Submit a statement of purpose that outlines interests and fit with the Program

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.

8.C. Additional Admissions Factors

In addition to the School of Graduate Studies' basic requirements, the Program faculty also consider the following factors in admissions decisions:

- A substantial background in psychology
- Well-articulated practice interests and career goals
- Goodness-of-fit with Program training emphases
- Prior applied or clinical experience (e.g., teaching, counseling, assessing)

- Effective communication and interpersonal skills

The Graduate Record Examination (GRE) is *not* required as part of the application process. However, applicants may choose to submit GRE scores if they wish to do so. GRE scores are not required and will only be considered as supplemental application materials.

8.D. Prerequisite Courses for Admission

There are no standard prerequisite courses, yet prospective students are expected to have a “substantial background in psychology.” A substantial background is generally interpreted by Program faculty as prior coursework in four areas: (a) general psychology, (b) research methods in the social/behavioral sciences, (c) statistics and data analysis, and (d) applied psychology. Such coursework is typically evidenced by an undergraduate major or minor in Psychology. It may also be evidenced by taking four-to-five elective courses within the field of psychology (outside the confines of an official major or minor). In rare circumstances, students with other exceptional qualifications may be admitted into the Program without a substantial background in psychology. However, such students may be required to take additional, preparatory coursework in psychology at their own expense prior to starting the Program (e.g., online or on-campus as a non-matriculated student).

8.E. Admissions Process

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. The interview experience provides prospective students the opportunity to meet with faculty and students in the Program. The faculty typically convene to make admissions decisions within two weeks following interview day. Admissions decisions are based solely on the School of Graduate Studies’ criteria and Program factors (stated above).

Admissions offers are extended to a cohort of students who are among the most qualified applicants. Prior to extending offers, all admissions decisions are approved by the full Program faculty as well as by the School of Graduate Studies. Given the selective and intensive nature of the Program, many well-qualified applicants do not ultimately receive admissions offers because the Program does not have capacity to train all qualified individuals.

8.F. Transferring programs or specializations

In the event that a student in good standing desires to switch from one program or specialization to another within the department (e.g., transitioning from the Combined PhD Program to a different specialization), the student must seek approval from the faculty of the program or specialization they wish to join. The student will be required to adhere to the standard admission process for the new program.

9. Financial Supports for Students

Students in the Program are not guaranteed funding, as the Department only guarantees funding for doctoral-level students who remain in good standing. However, the Program strives to facilitate financial support for students whenever possible to lower the personal costs incurred by graduate schooling. Following are policies and relevant information related to financial supports available to students during their tenure in the Program.

9.A. Assistantships: Selection, Evaluation, and Standards

When there is need in the Department, EdS students may be eligible for graduate assistantships which are coordinated by Program and Department faculty on a semester-by-semester basis and require either 10 or 20 hours of work per week (0.50 FTE). Availability of graduate assistantship positions during one semester does not guarantee availability during future semesters.

9.A.1. Assistantship Types

There are four types of assistantships:

- Graduate instructor (GI): With a graduate instructor assistantship, students teach for the department as the instructor of record. Teaching experiences are not guaranteed and are subject to the department's instructional needs. Graduate students must have completed PSY6930 or an equivalent course/experience to teach. Students who wish to teach can improve their chances by serving as teaching assistants (TAs) for courses they want to teach, attending ETE, and being recommended by one or more faculty instructors for a course. A GI must be the instructor of record. Graduate Instructor positions are awarded through the Department of Psychology.
- Graduate teaching assistant (GTA): A graduate student assigned to assist one or more faculty or a senior graduate student with instruction and grading. TAs are generally assigned to work either two half-time (10 hours/week) or one full-time (20 hours/week) position. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision—the Department of Psychology awards Graduate Teaching Assistantships.
- Graduate research assistant (GRA): A graduate student assigned to work under faculty guidance on one or more research projects. Graduate RA positions are paid for by research funds allocated to a specific faculty member.
- Clinical Assistantship: A graduate student assigned to work in a clinical setting.

9.A.2. Standards

The department has written standards for research, teaching, instructor, and clinical assistantships. These standards will be provided to students when they offered an assistantship in the respective area.

GRA should track their hours and tasks completed during those hours. If a GRA notices they are consistently under or over their hours, they should notify the supervising faculty member immediately.

Students on assistantships may not exceed the hours they are assigned over the semester (although they may work over their weekly assignments in some weeks). Students should not work significantly fewer than their assigned hours over the semester (although they may work fewer hours in some weeks).

9.A.3. Evaluation

Graduate students with assistantships are evaluated by their assistantship supervisor every term using the department's online evaluation system. There are a few exceptions:

- Students who are teaching as instructors of record are evaluated by student course evaluations (IDEA).
- Students on clinical assistantships are evaluated by their placement sites.
- Students serving as TAs for other graduate students will not be evaluated.

Graduate students with teaching or research assistantships are evaluated for overall performance on a five-point scale from *far exceeding expectations* to *far short of expectations*. The expected level of function for RAs/TAs is *Meets Expectations*. Graduate students on assistantships are also rated on specific skills: (1) Prompt, efficient, and accurate completion of assigned tasks, (2) Professional and ethical behavior in all assigned tasks and duties, (3) Responsiveness to feedback, (4) Cooperation with supervisor and other assistants, (5) Ability to work independently (as appropriate to task and training). Open-ended feedback is also requested.

The feedback is sent to students and their chairs and archived in their box folders. Students may respond to the feedback; responses are also archived.

9.A.4. School-based Service Contracts

Another potential source of graduate assistants is school-based service contracts. These contracts typically entail providing counseling, consultation, and mental health supports to students in local schools. Most students will not be eligible for such contracts until Year 2 in the Program; however, exceptions may be made for students who enter the Program with a substantial background in school-based services (e.g., prior school counselor or special education work experience). Similar to graduate assistant positions, availability of school-based service contracts during one semester does not guarantee availability during future semester.

9.B. Year 3 School-Based Internship

During Year 3 in the Program, students are required to complete a full-time, 1200-hour school-based internship. Students interning in Utah are likely to find well-paid, benefit-providing positions that compensate them as full-time, masters-level employees with the district. Although students are welcome to seek internships in other states, they should be aware that school psychology interns are often not compensated as well outside of Utah (e.g., half-salary, no benefits, or no compensation).

9.C. Additional Internal Financial Supports

Students in the Program are eligible to apply for student financial aid as well as several additional sources of internal funding that provide partial financial support for graduate training, including scholarships, research awards, and travel awards. These financial supports are sponsored by multiple entities within the University, including the School of Graduate Studies, the College, and the Department. Students are responsible for familiarizing themselves with the available internal options for financial supports. Students are also responsible for proper and timely completion of applications for these financial supports. Following are links to websites providing further information about available sources of internal funding for students:

- [USU Financial Aid](#)
- [USU General Scholarship Application](#)
- [USU Emergency Hardship Fund](#)
- [USU Seely-Hinckley Scholarship](#)
- [USU Graduate Student Travel Award](#)
- [College level scholarship opportunities](#)
- [Department level travel award, research award, and scholarship opportunities](#)
- [USU website of “Additional Scholarships” \(outside the University\)](#)

9.C.1 Department Travel Funding

All full-time Psychology Graduate Students are eligible for travel funding from the department’s Student Travel Fund once per fiscal year (July 1 – June 30). Student travel can be covered from other sources (e.g., grants, contracts).

To receive travel funding from the department, students must present at a professional conference and be the first author/presenter.

Proposals must identify Utah State University as the student’s affiliation.

The application for travel funding must be submitted at least two weeks before the travel date.

Students are funded by the department in the following amounts:

- International Conference occurring outside the U.S.: \$400
- Conference being held outside of Arizona, Colorado, Idaho, New Mexico, Nevada, Wyoming, or Utah: \$300
- Conference being held in Arizona, Colorado, Idaho, New Mexico, Nevada, Wyoming, or Utah: \$200

Matching funds are available from the [School of Graduate Studies](#) and the [USUSA Academic Opportunity Fund](#).

Process: students submit a request on the department website

- <https://cehs.usu.edu/psychology/files/faculty-resources/student-travel-form.pdf>

9.D. Outside Employment

Given the intensive nature of the Program, it is strongly recommended that students limit outside employment to fewer than 20 hours per week. Extenuating circumstances that require outside employment greater than 20 hours per week should be discussed with the Director of Training.

10. Other Supports for Students

Beyond financial supports, students have access to a variety of other University-based supports during their graduate training.

10.A. Reserving Rooms

Students can reserve rooms and computer labs on campus for studying, holding meetings, and other University-related activities, as needed. To reserve a room in the Education Building that is controlled by the Department, reach out the Department's Graduate Program Coordinator or use [this scheduling website](#). To reserve rooms or computer labs in other buildings on campus, including the Sorenson Center for Clinical Excellence and the Merrill Cazier Library, use [this other scheduling website](#).

10.B. Department Staff

The Department employs the following full-time staff, who are available to support students with administrative and clerical tasks on an as-needed basis:

- **Graduate Program Coordinator, Krista Terrell** (krista.terrell@usu.edu), provides support related to admissions, course registration/scheduling, and graduate school processes and paperwork.
- **Business Manager, Cara Brewer** (cara.brewer@usu.edu), provides support related to accounting, budgets, and finances.
- **Business Assistant, Cait Salinas** (cait.salinas@usu.edu), provides support for financial transactions related to hiring, travel, start-up, and general lab and Program purchases.
- **Project Manager & Communications Specialist, Kaylee Rowley** (kaylee.rowley@usu.edu), provides support related to meeting and event scheduling, website presence and updates, and other general, as-needed clerical supports.

Students are welcome to reach out directly to Department staff for support. If students have questions regarding the appropriateness of asks, they should first consult the Director of Training.

10.C. College Level Supports

The College of Education and Human Services also provides as-needed, expert support for graduate students in several other areas. As a general rule, students should consult with the Director of Training prior to seeking college-level supports to determine if such supports are appropriate for the students' needs. Following are links to several college level supports available to students:

- [Templates for slides and poster presentations](#)
- [College level IT services](#)
- [YETC Computer Lab](#)
- [Stock photos for multimedia presentations](#)

10.D. Disability Resources

The University offers formal supports for students with disabilities via [the USU Disability Resource Center](#) (DRC). 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 students with disabilities involves shared responsibility among students, faculty, and staff. Accommodations are determined on an individualized basis and are coordinated by the DRC. If students receive accommodations, a memo detailing these supports and their relation to Program requirements must be either (1) provided by the DRC or (2) created by the Director of Training and then placed in the student's file, which is located in an online BOX folder maintained by the Department (see the "Student Records" policy, below). More information regarding reasonable accommodations and the process by which these are obtained is available at the DRC's website.

10.E. USU Student Services

In addition to the Disability Resource Center (see above), the University offers abundant student services, including academic, physical health, mental health, financial, employment, legal, and social supports. Students are entitled to access all services provided by the University during their tenure in the Program. Following is a listing of several key University resources to support student success, safety, community, and wellbeing:

- [Get IT Help](#)
- [Office of Student Conduct and Community Standards](#)
- [Division of Student Affairs](#)
- [Academic Success Program](#)
- [Writing Center](#)
- [University Libraries](#)
- [Disability Resource Center](#)
- [Student Health & Wellness Center](#)
- [Counseling and Psychological Services](#)
- [Campus Recreation](#)
- [Office of Equity](#)
- [Sexual Assault and Anti-Violence Information Office](#)
- [Sexual Respect Resources](#)
- [Department of Public Safety](#)
- [Aggies Think, Care, Act](#)
- [Student of Concern Report](#)
- [Sexual Misconduct Report](#)
- [Discrimination Report](#)
- [MyVoice Program](#)

11. Student Responsibilities

Students are responsible for understanding Program policies and requirements. Program faculty and staff are committed to supporting student success, yet students themselves are ultimately responsible for ensuring their success in the Program. Following are several policies related to student responsibilities that are intended to clarify expectations and avoid unnecessary difficulties throughout one's tenure in the Program.

11.A. Attendance at Program Events

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. Program Meetings may be called by the Director of Training and these meetings may be program-wide or cohort-specific. Students are also expected to attend and participate in interview-day events (for prospective students or faculty). If students will miss a mandatory Program or Department meeting for any reason, it is their responsibility to (1) notify the Director of Training and (2) obtain notes from the meeting from their peers. Attendance is optional (yet still encouraged) for Program or Department events that are billed as socials and other unofficial gatherings.

11.B. Taking Initiative, Problem-Solving, & Seeking Supports

Students may experience a variety of professional and/or personal challenges or difficulties throughout their graduate training. Program faculty and staff are committed to supporting student success, yet students themselves are ultimately responsible for taking initiative, engaging in problem-solving, and seeking supports to meet the challenges they face. [The USU website "C.O.P.E.ing with Problems"](#) is a helpful general resource for problem-solving. Following are recommendations for seeking supports related to common challenges or difficulties:

- If struggling with **coursework**, seek support from peers in the same course (or who have taken the course previously) and reach out to the instructor directly to seek advice for succeeding in the course.
- If struggling with **practicum tasks**, seek support from advanced peers (who have completed the practicum previously) and reach out to your school-based supervisor and university-based supervisor to obtain appropriate support.
- If struggling with **building or maintaining effective working relationships with particular people in the Program or Department or College or University** (e.g., other graduate students, instructors/professors, supervisors), first try to resolve the concern directly with the person of interest; then, if unsuccessful, seek support from the Director of Training or the Department Head (if your concern is with the Director of Training).
- If experiencing **personal mental health concerns**, seek appropriate supports via USU's [Student Health & Wellness Center](#), [Counseling and Psychological Services](#), and/or the [Disability Resource Center](#).

- If you experience [sexual misconduct of any kind](#), consider filing a [Sexual Misconduct Report](#) and look into the University's [Sexual Respect Resources](#) as well as the resources available through the [Sexual Assault and Anti-Violence Information Office](#).
- If you experience [discrimination of any kind](#), consider filing a [Discrimination Report](#), look into supports available through the University's [Office of Equity](#), and learn about [the "Procedures Relating to Discrimination or Harassment" outlined in Article VII-3 of the Student Code](#).
- If you believe you have been **wronged or unfairly treated by others** at any level within the University, see the policy and guidance provided in [the Complaints & Grievances section of this Handbook](#).

11.C. Ethical Behavior

Students are expected to be familiar with and adhere to the professional ethics codes and principles published by the National Association of School Psychologists throughout the tenure of their graduate training. Although some ethical mandates are aspirational, many standards are enforceable rules with professional consequences (e.g., inability to obtain professional licensure). Ethical violations that occur within the context of the Program may result in a Program remediation plan or dismissal from the Program (see [the Evaluation of Student Performance section of this Handbook](#) for policies on remediation and dismissal).

11.D. Program Residency

Students admitted to the Program are required to complete 2 full-time academic years of graduate study in the Program plus a year-long school-based internship prior to receiving the EdS degree. Students are expected to maintain continuous full-time enrollment during each academic year of the Program, including during the internship year. The School of Graduate Studies defines full-time enrollment as (a) 9 or more credits per term or (b) a minimum of 6 credits when employed as an intern or graduate assistant for at least 15 hours per week. Extenuating circumstances that require part-time or lapses in enrollment will be considered on a case-by-case basis and must be approved by the Director of Training.

11.E. Representation of Qualifications

Students are responsible for clearly and accurately representing their qualifications and level of training when engaged in Program-related or other public-facing activities (e.g., Student Name, MEd in Psychology, School Psychology Extern/Intern, School Psychology EdS Student). Furthermore, students should be aware that it is illegal and unethical to identify, advertise, or offer services as a "psychologist" or "school psychologist" until licensed as such by an appropriate state licensing body. It is also illegal and unethical for students to accept money from clients for any psychological services offered on a private basis while students are in training, except when permissible under other licenses or credentials held by the student (obtained prior to or outside of the Program). There is no legal or ethical conflict, however, when students receive financial compensation from school-based assistantships that are arranged by Program faculty and deemed part of the Program curriculum.

11.F. Participation in Student Voice Process

Students are expected to participate in the Program's student voice process, which was designed collaboratively by the Program faculty and students as a mechanism for students to provide feedback regarding Program climate and effectiveness. The student voice process is comprised of three key components:

1. **Student representative.** A student in Year 2 serves as the student representative to the Program faculty. This student is selected and invited to serve in this role by the faculty, based on considerations related to experience, bandwidth, and interest. The student representative serves on a voluntary basis for 1 academic year. The primary responsibility of the student representative is to advocate to the faculty for student interests and to communicate feedback from students to the faculty. The student representative is provided with 15 minutes in each Program faculty meeting (held monthly) to report on express student voice related to Program climate and functioning.
2. **Student voice meetings.** These meetings provide opportunity for students to meet sans faculty and discuss Program climate and functioning. Student voice meetings are held twice per semester on a pre-scheduled basis for 1 hour, are facilitated by the student representative, and include all students in the Program (across cohorts). Program faculty may sometimes ask students to consider and provide feedback on a Program issue during their meeting. However, the agenda and structure of these meetings is largely self-determined by the student representative and norms set by the larger student group. Students who would like to provide feedback with anonymity to the larger student group are welcome to reach out to the student representative outside of these meetings.
3. **Student satisfaction and climate surveys.** Near the end of the Spring semester of each year, students are asked to complete anonymous student satisfaction and climate surveys, which were developed collaboratively by Program faculty and students. These surveys provide students an opportunity to provide both quantitative and qualitative feedback regarding their experiences in the Program. Data from these surveys will be analyzed by Program faculty and shared with students at the next Program townhall meeting. Students are also invited to consider these data in their student voice meetings. Ultimately, Program faculty will use data from these surveys to inform Program evaluation and improvement efforts.

Participation in the student voice process does not preclude students from providing input or feedback regarding Program climate and effectiveness in other contexts. Students are welcome to provide feedback to Program faculty (solicited or unsolicited) regarding their experiences in the Program whenever an appropriate opportunity arises, including in class, during advising or mentorship meetings, etc.

12. Program Mission, Model, & Philosophy

The School Psychology EdS Program’s model and philosophy provides the conceptual foundation from which the Program’s training aims and competencies are derived. Following is the definitive statement of the Program’s mission, model, and philosophy.

12.A. Program Mission

The mission of the School Psychology EdS Program is to prepare providers in the practice area of school psychology who are competent in using best practices to promote the academic, social, emotional, and behavioral success of all youth and adults in educational settings.

12.B. Program Model

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. Program Faculty have a strong interest in preparing students who are capable of advancing the field as practitioners and who are also effective consumers of research. Program content and experiences are structured to align with [NASP’s Standards for Graduate Preparation of School Psychologists](#) (2020). Graduates of the Program will be prepared to pursue careers as practitioners in schools and related educational settings.

12.C. Program Philosophy

The Program is grounded in four core values that, taken together, constitute the program philosophy of “best-practice” health service psychology:

1. Science-based practice
2. Ethically sound practice
3. Legally compliant practice
4. Culturally responsive practice

Science-Based Practice. School psychology is a practice area of health service 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. 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
- Transmitting and ensuring quality-control of science-based practice by training, collaborating with, and supervising other school psychologists and related professionals

Ethically Sound 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. 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 regular conduct of scientific research and practice of school psychology
- Transmitting and regulating ethically sound research and practice by training, collaborating with, and supervising other school psychologists and related 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 sound practice, it is not intended to function as a comprehensive guide for best-practice or ethical behavior. 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 Responsive Practice. School psychologists strive to provide effective services to all youth, caregivers, schools, and communities they serve. Excellence in service delivery requires the capacity to work competently with people from diverse backgrounds, including (but not limited to) diverse ethnic, economic, gender identity, sexual orientation, disability, and religious backgrounds. The Program aspires to train graduates with the necessary competencies for:

- Understanding one's own cultural heritage and personal history, and how this heritage and history affects interactions with clients in the practice of school psychology
- Understanding clients' cultural heritage and history, and how to design and implement culturally responsive practices that are respectful of this heritage and history
- Identifying and effectively resolving conflicts among one's own cultural heritage and personal history and clients' cultural heritage and history
- Transmitting and regulating culturally responsive practice by training, collaborating with, and supervising other school psychologists and related professionals

13. Training Goals & Objectives

13.A. NASP Practice Model

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 Practice Model \(2020\)](#):

1. Data-based decision making
2. Consultation and collaboration
3. Academic interventions and instructional supports
4. Mental and behavioral health services and interventions
5. School-wide practices to promote learning
6. Services to promote safe and supportive schools
7. Family, school, and community collaboration
8. Equitable practices for diverse student populations
9. Research and evidence-based practice
10. Legal, ethical, and professional practice

13.B. Program Goals & Objectives

Following are the Program's 7 training goals and associated objectives, which integrate and synthesize NASP's 10 practice domains (stated above):

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

Goal 1: Objective A. Program graduates will demonstrate the ability to make data-based decisions regarding individual students.

Goal 1: Objective B. Program graduates will demonstrate the ability to make data-based decisions regarding programmatic issues.

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

Goal 2: Objective A. 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.

Goal 2: Objective B. 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.

Goal 2: Objective C. Program graduates will demonstrate knowledge of family systems and school systems and understand how to work collaboratively with families, schools, and communities.

Goal 2: Objective D. Program graduates will demonstrate the necessary knowledge and skills to practice behavioral consultation with teachers and parents.

Goal 2: Objective E. Program graduates will demonstrate the ability to use technology relevant to their work.

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.

Goal 3: Objective A. Program graduates will demonstrate knowledge of psychopathology and developmental course and factors that influence human wellbeing.

Goal 3: Objective B. 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.

Goal 3: Objective C. 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.

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.

Goal 4: Objective A. Program graduates will demonstrate familiarity with techniques used to assess for academic difficulties and to monitor and evaluate academic progress within the school population.

Goal 4: Objective B. 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.

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

Goal 5: Objective A. Program graduates will demonstrate an awareness and knowledge of issues of cultural diversity.

Goal 5: Objective B. Program graduates will demonstrate skills and ability to take steps to work effectively with students from diverse cultural backgrounds.

Goal 5: Objective C. Program graduates will demonstrate cultural sensitivity in all professional activities.

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

Goal 6: Objective A. Program graduates will demonstrate knowledge of research methods, including both group and single-subject designs.

Goal 6: Objective B. 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.

Goal 6: Objective C. 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.

Goal 7. Program graduates will demonstrate professionalism in all aspects of their school psychological service delivery.

Goal 7: Objective A. Program graduates will demonstrate effective interpersonal communication and collaboration skills when working students, parents, teachers, administrators, and other mental and behavioral health professionals.

Goal 7: Objective B. Program graduates will demonstrate dependability, timeliness, task management, and appropriate self-care and stress management when engaged in professional activities.

Goal 7: Objective C. Program graduates will demonstrate responsiveness to feedback from supervisors, administrators, and clients for the sake of improving the quality of their services.

13.C. Evaluation Map of Program Goals via NASP's Practice Model

To effectively evaluate the Program's training goals and objectives via professional standards, following is an evaluation map that operationalizes Program goals and objectives via NASP's Practice Model. The following crosswalk is used by supervisors to evaluate student progress on both training goals/objectives and professional standards as stated by the NASP Practice model:

NASP 1. Data-based decision making
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
NASP 2. Consultation and collaboration
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
E. Uses data to evaluate the effectiveness of mental health and behavioral services
NASP 3. Academic interventions and instructional supports
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
NASP 4. Mental and behavioral health services and interventions
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
NASP 5. School-wide practices to promote learning
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
NASP 6. Services to promote safe and supportive schools
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
NASP 7. Family, school, and community collaboration
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
NASP 8. Equitable practices for diverse student populations
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
NASP 9. Research and evidence-based practice
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
NASP 10. Legal, ethical, and professional practice
A. Uses an ethical decision-making model to adhere to NASP's ethical standards in professional activities
B. Adheres to legal regulations that govern professional activities
C. Demonstrates professionalism and stress management in professional activities
D. Demonstrates effective interpersonal communication skills in professional activities
E. Demonstrates dependability, timeliness, and task management in professional activities
F. Demonstrates self-awareness and perspective of others when collaborating in professional activities
G. Demonstrates an appropriate level of independence and takes initiative when engaging in professional activities
H. Responsive to supervisory feedback

14. Degree Requirements

The School Psychology EdS Program provides a coherent and comprehensive curriculum designed to achieve its training aims and competencies. The Program's degree requirements consist of five core elements, all of which must be completed prior to receipt of the degree.

14.A. Five Core Elements

The Program's five core elements for degree requirements are:

1. Coursework & independent research project (Section 15 of the Handbook)
2. School-based practicum (Section 16 of the Handbook)
3. School psychology Praxis exam (Section 17 of the Handbook)
4. School-based internship (Section 18 of the Handbook)

Further details regarding the nature, parameters, and related policies for each of these required curriculum elements are outlined in the next several sections of this Handbook.

14.B. Degree Completion Deadlines, Graduation requirements, and Procedures

The School of Graduate Studies 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 at [the "Degree Completion" website maintained by the School of Graduate Studies](#).

15. 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.

15.A. Program of Study

The Program of Study is a contract between you, the Program, and the School of Graduate Studies outlining which courses you will take to meet the School of Graduate Studies requirements and complete your degree Program.

To access your Program of Study, log into "Banner" and enter your Program of Study (list of courses) into the "Plans" section of DegreeWorks. Next, notify your Graduate Program Coordinator that your Program of Study is entered. Do **not** submit the Program of Study directly to the School of Graduate Studies. The Graduate Program Coordinator in your department will review the Program of Study and submit it to the School of Graduate Studies for processing.

Your Director(s) of Training and department head will receive an email notification from USU's ServiceNow to review and approve the Program of Study. Once all approvals are obtained, you and your Director(s) of Training will receive a final email from ServiceNow with confirmation the Program of Study was approved.

Revisions to a Program of Study can be made by contacting your Graduate Program Coordinator who will update the courses listed in DegreeWorks and submit a ServiceNow Program of Study request to the School of Graduate Studies for processing. Your major professor and department head will receive the Program of Study revision and will follow the same approval procedure.

Enter your Program of Study in DegreeWorks by the end of your second or third semester, after the Supervisory Committee Approval form. Processing time varies depending on the volume of Program of Study forms in the queue. Please do not wait until your final semester to submit your Program of Study, as it could impede your ability to graduate in a timely manner.

Source: <https://gradschool.usu.edu/resources/all-forms/Program-of-study>

15.B. Credit Completion Requirements for Master's Degree

The credit completion requirements for the MEd in Psychology are typically completed within the first three semesters of the Program. Credit is allocated across coursework and practicum requirements. Receipt of this master's degree is not intended to be terminal and does not provide sufficient preparation for professional practice as a psychologist or school psychologist.

Students should be aware that completed credits can only be used toward obtaining one degree, and that some coursework completed in the first two years of the Program is intended to count toward the EdS coursework sequence, not the MEd coursework sequence. Students are eligible to receive the MEd in Psychology as soon as they have completed all coursework and practicum requirements outlined below.

MEd Coursework	Credit
EDUC 6040: Applied Research Methods	3
PSY 6310: Intellectual Assessment	3
PSY 6450: Introduction to School Psychology	3
PSY 6410: Psychoeducational Assessment	3
PSY 6440: Law and Ethics in School Psychology	3
EDUC 6050: Applied Statistical Analyses	3
PSY 6380: Practicum in School Psychology (Year 1: Fall & Spring)	6
PSY 6010: Introduction to Program Evaluation	3
PSY 6540: School Mental Health I: Assessment	3
PSY 6150: Evidence-Based Practice I: Child & Adolescent	3
PSY 7540: Advanced Cognition & Development	3
Total MEd Credit Hours = 36	

15.C. Credit Completion Requirements for Specialist 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 independent research experience), and (4) completed an appropriate school-based internship for 1200 hours.

EdS Coursework	Credit
PSY 6380: Practicum in School Psychology (Year 2: Fall & Spring)	6
PSY 6630: Supervision & Consultation in Psych/Ed Settings	3
PSY 7270: Lifespan Psychopathology	3
PSY 6290: Diversity Issues in Tx & Assessment I: Knowledge	1
PSY 6290: Diversity Issues in Tx & Assessment II: Awareness	1
PSY 6290: Diversity Issues in Tx & Assessment III: Skills	1
PSY 7200: School Mental Health II: Intervention	3
PSY 6910: Independent Research	6
PSY 6950: School Psychology Internship	6
Total EdS Credit Hours = 30 (on top of 36 for MEd)	

15.D. 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 prior graduate-level coursework in psychology, if they receive coursework waivers (see below 15.D and 15.E for policies on these points). Deviations from or changes to this sequence should only be made after students consult with and gain the approval of the Director of Training.

Courses are typically offered on an annual basis during the semester they are scheduled in the ideal coursework sequence (see below). However, some courses taken by larger numbers of graduate students are also offered during other semesters. A specific schedule alternate semesters is not offered at the Department level.

Note that the ideal coursework sequence below also includes registration codes and semester credit hours for the independent research project, practicum, and internship, which are considered separate curriculum elements and are described in detail in other sections of the Handbook. This information is included in this sequence to aid students in registering for the appropriate credit hours during each semester of the Program. **These other credit hours are marked with superscripts “R” (research), “P” (practicum), and “I” (internship) to distinguish them from the graduate seminars that constitute the coursework element.**

3-Year Coursework Plan

Year / Term	Coursework	Credit	Total
Year 1	EDUC 6040: Applied Research Methods	3	
FALL	PSY 6310: Intellectual Assessment	3	
	PSY 6450: Introduction to School Psychology	3	
	^P PSY 6380: Practicum in School Psychology	3	
	PSY 6290: Diversity Issues in Tx & Assessment I: Knowledge	1	13
Year 1	EDUC 6050: Applied Statistical Analyses*	3	
SPRING	PSY 6410: Psychoeducational Assessment	3	
	PSY 6440: Ethics and Law in School Psychology	3	
	PSY 6810: Evidence-Based Practice: Child & Adult	3	
	^P PSY 6380: Practicum in School Psychology	3	15
Year 2	^P PSY 6380: Practicum in School Psychology	3	
FALL	PSY 6540: School Mental Health I: Assessment	3	
	PSY 7540: Advanced Cognition & Development	3	
	EDUC 6010: Introduction to Program Evaluation	3	
	^R PSY 6910: Independent Research	3	
	PSY 6291: Diversity Issues in Tx & Assessment II: Awareness	1	16

Year 2	^P PSY 6380: Practicum in School Psychology	3	
SPRING	PSY 7200: School Mental Health II: Intervention	3	
	PSY 6630: Supervision & Consultation in Psych & Ed Settings	3	
	PSY 7270: Lifespan Psychopathology	3	
	^R PSY 6910: Independent Research	3	
	PSY 6292: Diversity Issues in Tx & Assessment III: Skills	1	16
Year 3	^I PSY 6950: School Psychology Internship	3	3
FALL			
Year 3	^I PSY 6950: School Psychology Internship	3	3
SPRING			
Total Program Credit Hours = 66			

* Students considering the possibility of pursuing a doctoral degree in the future should consult with the Director of Training regarding the possibility of taking PSY 6600: Statistical Foundations instead.

15.E. Independent Research and Independent Study

Students are required to complete 6 credits of an Independent Research project in their second year in the Program. The nature and requirements for this project are provided in a project syllabus that is implemented and supervised by the Director of Training.

Independent study (PSY7900; “Individual discussion and intensive study of a particular problem or area”) and independent research (PSY7910; “students conduct original research projects with the support and supervision of faculty advisors.”) are courses designed to allow students to pursue specialized topics of interest in psychology that may not be covered in regular coursework. The procedures for enrolling in PSY7900 or PSY7910 are as follows:

1. The student and the faculty member supervising the independent study or research create a plan that specifies what will be accomplished, how it will be accomplished, and the criteria for assigning a grade.
2. The student submits the request form (these requests will be archived in the students’ box folder upon approval).
3. A section of PSY7900 or PSY7910 is set up, with the approved supervisor as the instructor of record.
4. The student enrolls.
5. Grades must be submitted by the faculty member supervising the courses based on criteria established in the written plan. The student is responsible for scheduling timely meetings to ensure that the required work is supervised and evaluated, and the faculty member is responsible for providing supervision and evaluation as specified in the plan.

15.F. 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 limited to no more than 12 semester credits. Only credit earned with a “B” or better grade within the past eight years will be considered. “P” (i.e., passing) grades are not acceptable for transfer purposes. 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 Director of Training, (2) the full Program faculty, and (3) the Department Head (in that order).

15.G. Course Waivers

Course waivers or exemptions may be provided for students who have accrued graduate-level 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. Students are permitted to waive up to 18 credits (or the equivalent of 6 seminars), requiring completion of at least 48 credit hours in their Program here at USU. Students are also required to be in residence with the Program at USU (i.e., enrolled full-time) for at least 2 years prior to school-based internship, regardless of how many credits they waive or how quickly they wish to complete remaining credits. Students requesting waivers should work with the Director of Training to determine a curriculum plan that meets their training needs and the Program’s requirements. It is permissible for this individualized curriculum plan to deviate from the optimal plan recommended above. Ultimately, the request for course waivers and an individualized curriculum plan must be approved by (1) the Director of Training and (2) the full Program faculty (in that order). The receipt of course waivers and the individualized curriculum plan must be documented in a memo placed in the student’s electronic Program file.

15.H. Time Limits and Course Revalidation

The [School of Graduate Studies Catalog](#) outlines time limits and requirements for "revalidating" courses after a specified number of years: eight years from enrollment. The psychology department imposes an additional criterion: students may not revalidate courses older than ten years, and these courses must be retaken.

Courses no longer offered can be revalidated following the Psychology Department's policy on Independent Research and Independent Study. PSY7900 (Independent Study) and PSY7910 (Independent Research) must be revalidated according to the Psychology Department's policy on Independent Research and Independent Study.

It is also important to note that, per the School of Graduate Studies Catalog: "Work experience cannot be substituted for out-of-date coursework or used for revalidation, except where that work experience can be documented to have involved the use of current knowledge and application of material currently covered in the coursework."

Procedures

Graduate students must have a complete supervisory committee to revalidate courses. To request the revalidation of courses, students must follow a formal process outlined below:

- Working with the Program's Graduate Program Coordinator, the student compiles a list of courses requiring revalidation and collaborates with the committee to create a revalidation plan. Courses can be revalidated in many ways, such as an examination or required reading/writing. A review of current syllabi for the course to be revalidated and consultation with the current instructor is expected.
- Once the plan is finalized, it is submitted for approval: first to the student's Program/Specialization, then to the department head, and finally to the Vice Provost of Graduate Studies.
- The supervisory committee evaluates the outcome of the approved revalidation plan, which must be completed before the degree is awarded.

16. School-Based Practicum

This section outlines the Programs' practicum requirements that are designed 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 quality-control of students' services and facilitating students' professional growth. Following are key policies and parameters relevant to Program practicum.

16.A. Developmental Model

Practicum is structured according to a developmental model. During Year 1 in the Program, students engage in a beginning school practicum experience that occurs over two semesters. This practicum provides initial exposure to some of the key roles and functions of school psychologists as mental health and academic interventionists. Year 1 practicum activities are structured in tandem with first-year didactic coursework in school psychology (i.e., Introduction to School Psychology, Legal and Ethical Issues in Schools) and are arranged by Program faculty.

In Year 2, students enroll in a two-semester intermediate school 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 psychoeducational assessment and consultation functions of school psychologists.

Following, in Year 3, students' progress to the most intensive level of practicum as a school psychology intern, where they obtain full-time positions working under the supervision of a licensed school psychologist. More information regarding the nature and requirements of school-based internship is provided in Section 18 of this Handbook.

16.B. Total, Direct, & Indirect Hours

Students are required to obtain a minimum of 350 total hours in school-based practicum placements prior to participating in full-time school-based internship. Benchmarks for total hours include 50–100 in Year 1 and at least 300 in Year 2 (350–400 total). Although there is some flexibility to go beyond the benchmarks, students should be aware that there is such a thing as “too much practicum” and that it is the program faculty's responsibility to ensure students are both engaged in appropriate practicum experiences and accruing an appropriate number of hours.

Direct hours entail services rendered directly to clients, such as providing individual or group interventions, completing assessments and evaluations, or consulting with teachers and caregivers. Direct hours are contrasted with *indirect hours*, which may include (but are not limited to) activities such as report writing, intervention planning, maintaining records or client notes, and other aspects of case management. **Although there is no minimum number of indirect hours required prior to applying to internship, it is recommended that the ratio of direct to indirect hours not exceed 1:4.** For example, if students obtain 100 total hours within a practicum placement, it would be expected that students accrued no less than 25 direct hours and

no more than 75 indirect hours in that placement. If students find that their ratio of direct to indirect hours is greater than 1:4, they should bring this concern to their local practicum supervisor. If students are unable to resolve this ratio problem with their supervisor, they should make the Director of Training aware of the situation and involve them to remedy the situation.

16.D. Hours Tracking

Students are responsible for consistently and accurately tracking their practicum hours across years using an excel spreadsheet template provided by the Program. Students should be aware that practicum and internship supervisors may periodically review and approve students' hours. Questions regarding how to log specific types of practicum hours should be directed to practicum supervisors or the Director of Training.

16.E. Placement Decisions

For both Year 1 and Year 2 school-based practicum, placement decisions are made by the Program faculty, not by students. Students should be aware that traveling to practicum placements may sometimes require a moderate commute—up 30-minutes driving, each way. This commute time does not count toward indirect practicum hours, and the resulting mileage is typically not reimbursed.

16.F. Registering for Course Credit

Practicum experiences are associated with course credit. Students must register for 6 credits when taking the Year 1 Practicum in School Psychology (PSY 6380) sequence and another 6 credits when taking the Year 2 Practicum in School Psychology (PSY 6380) sequence (3 credits in the Fall + 3 credits in the Spring across both years).

16.G. Supervision Parameters

The Program requires that the primary supervision mode for practicum be conducted face-to-face, either in-person or via secure, real-time video-conferencing technology. Other modes of telesupervision that do not allow for face-to-face interaction are typically relied upon in emergency or unusual situations, when the supervisor is unable to connect in-person or via video yet must be available immediately to support the student. Telesupervision is also permitted and encouraged in situations where students cannot safely meet in-person with supervisors because of public health precautions. Ultimately, decisions regarding the appropriateness of telesupervision are deferred to local practicum sites and supervisors.

Students should seek to obtain 1 hour of supervision per every 10 hours of practicum experience, whether individual or group-based. Although supervisors are not required to be on-site at all times, they are required to inform students whenever they will not be on-site and, at those times, must be immediately accessible via secure video-conference or telephone in case of emergency. Practicum supervisors must be licensed school psychologists and/or licensed psychologists who are appropriately credentialed to practice in their jurisdiction.

17. 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. Basic information about the exam is located at the following website: <https://www.ets.org/praxis/nasp/requirements>

When scheduling the exam, students should designate that a copy of their score report should be sent to USU. Following completion of the exam, students are required to send an electronic copy of their official test-taker score report to the Director of Training. A copy of this documentation (see the [Key Documents section](#) for an example) will be kept in the student's Department file. Students must receive a "qualifying" score on the exam (i.e., ≥ 147) to successfully pass-off this Program requirement and receive the EdS degree.

18. School-Based 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.

18.A. General Parameters

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 November to start internship in August the following school year.

18.B. Internship Eligibility

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)
- 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 form

18.C. Internship Credit

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

18.D. Internship Grades

Internship course grades are based on the evaluations and feedback received from internship supervisors. Although the Program Director will solicit evaluations from supervisors at the end of each semester (see the [Key Program Documents section](#) for this evaluation form), it is ultimately students’ responsibility to ensure that internship supervisors complete the evaluations and return them to the Program Director in a timely manner. If the Program Director has received no evaluation or feedback from internship supervisors, then students will receive an “I”

(incomplete) grade for that semester. To get the “I” removed from a transcript, students must request that internship supervisors complete and return the formal evaluation to the Program Director.

18.E. Internship Hours

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 Director. 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, requirements may not be consistent across states. Students are therefore encouraged to consult the relevant credentialing requirements for states within which they wish to work post-graduation.

18.F. Internship Timetable

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 by the Program Director and the full Program faculty (in that order).

18.G. Internship Supervision

While on internship, the Program defers the primary responsibility for supervision to the credentialed supervisor at the school-based internship site. The USU Director of Training remains available by email, phone, and video-conference to support the student on an as-needed basis, but these supports are not considered primary supervision for the student’s internship activities.

Students meet with the Director of Training and other students in their internship cohort once a month for a two-hour internship seminar that serves the purpose of secondary supervision. This seminar is held virtually after school hours (in the evening) and aims to support intern development, learning from experiences of one’s peer interns, and receiving advisement regarding internship portfolio requirements (see below) and other program internship completion elements.

18.H. Program Involvement

As mentioned above, students are responsible for finding, applying for, and obtaining an appropriate school-based internship placement. After securing an internship offer, 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
- Facilitating a 1-hour virtual group meeting with the internship cohort once per month to discuss professional development concerns and internship progress
- Conducting formal individualized check-ins with interns on a quarterly basis
- Conducting formal individualized check-ins with internship supervisors (also quarterly)
- 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 throughout the course of the internship year
- Reviewing and providing feedback on the intern's final portfolio assignments

18.I. Internship Portfolio

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. The portfolio consists of the following touchstone assignments:

1. Psychoeducational Assessment Report
2. Consultation Case Report
3. Academic Intervention Case Report
4. Social-Emotional Intervention Case Report
5. Crisis Management Service Report
6. Family Support Plan
7. In-service Training to School Staff
8. Ethical/Legal Decision-Making Case Study
9. Self-Assessment Statement

Criteria for developing and evaluating these portfolio assignments are located in external documents that are provided to students and their supervisors prior to the onset of internship. Students must receive passing grades on each of these assignments, as designated on the rubrics associated with each assignment, to successfully complete internship and graduate from the program.

19. Evaluation of Student Performance

Students should be aware that their performance is monitored and evaluated on an ongoing basis by Program faculty. The purpose of performance evaluation is to function as a quality control mechanism for ensuring that students meet the Program's training aims and competencies. Evaluations provide students with both formative and summative feedback to support their development of professional knowledge and skills. Students are encouraged to approach evaluations opportunities constructively, focusing on how they can learn and grow from faculty feedback. Faculty take evaluation opportunities seriously and strive to encourage and build student competence while upholding high professional standards.

There are multiple mechanisms by which student performance is monitored and evaluated throughout the Program. Students should be aware that different evaluations are based on different rubrics and serve different purposes. As a general rule, evaluations are based on what faculty and supervisors can actually observe of student performance and/or demonstration of competence. People cannot evaluate what they cannot observe. Following are policies that describe the Program's several evaluation opportunities.

19.A. Annual Evaluation

All students will be provided with formal feedback from the Program faculty at the end of each academic year—including the school-based internship year—via the Specialist Student Annual Evaluation form (see the [Key Program Documents](#) section for this form). Receiving an overall progress rating of “inadequate” is likely to trigger the need for a remediation plan with the Program faculty (see below for the Program policy on remediation plans). “Satisfactory” ratings indicate the student is on par with developmental expectations, whereas “exemplary” ratings indicate the student is exceeding expectations.

19.B. Coursework Evaluation

The School of Graduate Studies requires that students have a minimum GPA of 3.0 to remain in good standing with the University. Students are expected to earn a minimum grade of “B” in all coursework. Students receiving a “B-” grade or lower 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 in any course, the Program faculty will meet to determine the appropriate course of action. Possible outcomes of receiving a “D” or “F” grade may include academic probation from the School of Graduate Studies, a remediation plan with the Program faculty, or dismissal from the Program (see below further policies on these points). Earning two or more “C” grades may likewise result in probation, remediation, or dismissal.

19.C. Practicum & Internship Evaluation

Student performance in practicum is evaluated by their primary supervisor at the conclusion of each semester that they complete a formal practicum experience. Evaluations are conducted

using the Specialist Student Practicum & Internship Evaluation form (see the [Key Program Documents](#) section for this form). In Year 1, Program faculty function as both instructors and supervisors. When enrolled in the Year-2 Practicum, the faculty member supervising that sequence will solicit evaluations from the school-site supervisors and then share them with the Director or Training. In Year 3, during full-time school-based internship, the Director of Training will solicit evaluations from the student's internship site supervisor. Receiving "inadequate" ratings on any of the global or specific competencies outlined on the Specialist Student Practicum & Internship Evaluation form and/or receiving lower than "A" grades for practicum is likely to trigger the need for a remediation plan with the Program faculty (see below for the Program policy on remediation plans). Poor evaluations/grades in practicum for two or more semesters may be cause for dismissal from the Program (see below for the Program policy on dismissal).

19.D. Remediation Plans

If Program faculty determine that students have failed to make satisfactory progress in any element of the Program or engaged in unethical behavior related to the Program, then students may be subject to a Program remediation plan (see the [Key Program Documents](#) section for this form). Remediation plans are carried out by at least two Program faculty, one of which must be the Director of Training. The remediation plan must 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 problems
2. Developing a plan with goals and actionable steps to remediate these problems
3. Monitoring and evaluating the student's response to the remediation plan
4. Clear documentation of processes 1–3

All remediations plans must be documented using the Program's Remediation Plan documentation. 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 (see below for the Program's dismissal policy). Students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who believe they have been unfairly treated or discriminated against should see the Program's Complaints and Grievances policy (see below). Information regarding student rights and appeals is located [in Article VII of the USU Student Code of Policies and Procedures](#).

19.E. Dismissal from the Program

If a student (a) exhibits unethical behavior related to the Program, (b) fails to make appropriate and timely progress in any element of the Program, and/or (3) fails to adequately respond to a remediation plan, then the Program faculty may move to dismiss them from the Program. Following is the due process protocol that must be followed when students are considered for dismissal from the Program:

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 the Handbook) and/or University policy (as stated elsewhere)
2. The Program faculty vote on the recommendation to dismiss students from the Program

3. If the vote is unanimously in favor of dismissal, the Director of Training forwards the dismissal recommendation including the reasons for dismissal, to the Senior Vice Provost of Graduate Studies and to the student subject to potential dismissal.
4. The student shall have 10 business days from the day they receive the recommendation for dismissal to prepare and submit a written response providing evidence that (1) the reasons outlined for their dismissal are not reported supported by evidence and/or (2) the policies relied upon by the committee in their recommendation for dismissal have been improperly implied. Please note that any allegations of discrimination based on a legally protected class should be referred to the Office of Equity for analysis.
5. Within 10 days of receiving a student's response to a recommendation for dismissal, the Vice Provost of Graduate studies, in consultation with the Dean over the Department, will issue a decision regarding whether the student will be dismissed. That decision will be non-appealable.
6. A memo summarizing the dismissal process must be created by the Director of Training and placed in the student's file, which is located in an online BOX folder maintained by the Department (see the "Student Records" policy, below).

Note that a dismissal under these procedures would preclude a student from requesting a transfer to another Specialization area within the Department. If a transfer may be appropriate, it should be explored on a case-by-case basis prior to a recommendation for dismissal.

Students are protected in this situation by University policies that govern students' rights, appeals, and due processes. Students who believe they have been unfairly treated or discriminated against should see the Program's Complaints and Grievances policy (see below). Information regarding student rights and appeals is located [in Article VII of the USU Student Code of Policies and Procedures](#).

20. Complaints & Grievances

Students who believe they have been wronged, treated unfairly, discriminated against, or otherwise harmed by persons or processes connected with the Program, Department, College, and/or University are encouraged to express and resolve complaints—and they have the right to file formal grievances. Following are policies that govern complaints and grievances.

20.A. Resolving Complaints

Complaints involving other persons—including students, faculty, or staff—in the Program, Department, College, or University should be resolved using the approach outlined in professional codes of conduct. First, students should seek to resolve the problem directly by communicating with the person(s) that are the source of the complaint. If a resolution is not obtained after this step, students should bring their concern to the Director of Training, who may consult with the full Program faculty to help problem-solve the situation. In rare instances, it may be necessary to escalate the complaint to the Department Head or the Vice Provost of Graduate Studies in order to facilitate an appropriate resolution.

20.B. Filing Grievances

If a complaint is not resolved successfully (or to the satisfaction of all parties), then students and/or faculty should file a formal grievance report, using the Program’s Grievance Report documentation (see the [Key Program Documents](#) section for this form). Students are also welcome to file a grievance report prior to attempting to resolve their problem (see the Resolving Complaints policy), if they would like to formalize their complaint with the Program. Students are protected in the filing of grievances by University policies that govern students’ rights, appeals, and due process. The University’s regulations governing grievances can be found [in Article VII of the USU Student Code of Policies and Procedures](#).

20.C. Reporting Discrimination & Sexual Misconduct

If a complaint or grievance involves quid pro quo, hostile environment, sexual assault, relationship violence (dating and domestic violence), stalking, or discrimination against a protected class (e.g., race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity/expression, disability, or status as a protected veteran), then students may choose to [file a report with the Office of Equity](#). The Executive Director and Title IX Coordinator in the Office of Equity are responsible for investigating and enforcing USU’s policies related to non-discrimination and sexual misconduct as well as for providing supportive measures for persons affected by misconduct or discrimination (see [the Non-Discrimination policy located in the Key University Policies section of this Handbook](#)). Information about this reporting process and links to reporting forms are provided through [the USU Office of Equity’s website](#). Resources for persons impacted by sexual misconduct can be found [at USU’s “Sexual Respect” website](#).

Students should be aware that Program faculty are considered “reporting employees” in relation to Title IX concerns. Reporting employees are required to report all information they receive about sexual misconduct to the USU Title IX Coordinator. Other reporting employees include provosts, deans, and department heads; all positions in the Office of Equity; university police officers; all positions in Residence Life; directors in Student Affairs; most positions in the Office of Student Conduct and Community Standards; athletic directors and coaches; supervisors of employees; and campus security authorities. More information regarding reporting employees’ obligations is available [at USU’s “Reporting Employee Obligations” website](#).

20.D. Confidential Resources for Sexual Misconduct

If students wish to speak to a confidential resource (i.e., individuals who do not have an obligation to report information to the Office of Equity) about an incident of sexual misconduct, they can contact [the USU Sexual Assault and Anti-Violence Information Office \(SAAVI\)](#), [USU Counseling and Psychological Services](#), or [the community-based organization CAPSA](#), which is a nonprofit domestic violence, sexual abuse, and rape recovery center.

21. Program Documents & Communications

Following are policies related to Program documents and communications.

21.A. Student Records

Records regarding student conduct, performance, and progress in the Program are maintained in a secured USU Box folder by the Director of Training and the Department's Graduate Program Coordinator. Each student has a separate electronic folder that houses their personal Program related records. Records maintained in a student's file include admissions materials and copies of all evaluations of student performance completed throughout the Program. Records related to remediation plans, complaints and grievances, or program dismissal are also kept in this file. Memos documenting prior coursework and waivers are also included, as needed.

Although the Program and Department keep electronic records for each student, **it is the student's responsibility to maintain their own personal file with copies of important documents and materials related to their graduate training.** If students are missing copies of their electronic records for their personal files, they are welcome to request these from the Director of Training or the Department's Graduate Program Coordinator at any time.

Each student's file and associated electronic records are confidential and governed by the Federal Education Rights Privacy Act (FERPA). Information about student rights and privacy under FERPA can be found on [this website](#). Students should be aware that they have the right to (1) inspect and review information contained in their Program file, (2) request amendments to their records, (3) consent to any disclosure of personally identifiable information contained in their file, and (4) file a complaint with the U.S. Department of Education regarding alleged failures by the University to comply with the requirements of FERPA. Persons with regular access to each student's file include the following: the student themselves, all core Program faculty, the Graduate Program Coordinator, the Department's Business Manager, and the Department Head. The Program and Department maintain student records throughout the duration of graduate training and then retain a student's file for 7 years post-graduation.

21.B. University Email

USU provides an official A#@usu.edu email account to all students for use during their academic career. The university uses this address to send important communications to students.

It is the responsibility of all students to check their email accounts on a regular basis. Students will be considered officially notified when university representatives send correspondence to their official email account, and they will be held accountable accordingly.

USU email accounts are automatically created after students register for their first class and will be active and accessible until approximately three years after their last completed class.

Note: students can request an email alias (e.g., First.Last@usu.edu). Directions can be found here: https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0010119

Source: <https://catalog.usu.edu/content.php?catoid=39&navoid=30001>

21.C. Program Email Contact

Students are welcome to email other students and faculty in the Program and Department, as needed. Individual email addresses are available on the [Department's Directory website](#). Students can group email all students in the School Psychology PhD program (including those on predoctoral internship) using the following listserv email: psychschoolgrads@lists.usu.edu. They can also group email all other students in the School Psychology EdS program (including those on school-based internship) using another listserv email: psychschoolgradseds@lists.usu.edu. And they can group email Program faculty using this listserv email: schoolpsychfaculty@lists.usu.edu.

Students are discouraged from sending group emails to faculty concerning questions about Program requirements. Instead, they should reach out to the Director of Training for an answer and/or discussion. If the Director of Training cannot appropriately answer the question, they will refer the student to an appropriate contact in the Department, College, or University.

21.D. Social Media, Online Outlets, & Other Electronic Presence

Students should be aware that their conduct regarding 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 (1) relate to Program activities and (2) 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 other online outlets:

- Practicum and internship sites may conduct online searches of student 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 student 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 student names and review resulting public material prior to deciding to interview or hire for a professional position

Students should also avoid the following actions when using social media or online outlets:

- Speaking on behalf of the Program, Department, College, or University
- Engaging in any behavior using University materials that may be construed as copyright infringement or plagiarism
- Sharing confidential or potentially identifying information regarding clients that they serve or the duties they perform during Program-sanctioned practicum
- Speaking negatively regarding individuals, groups of persons, systems of care, or other entities that collaborate with the Program to facilitate training opportunities

- Depicting or sharing the image or persona of any Program faculty or other University employee without that person's permission

Finally, students should be aware that USU has both general [“Brand Standards”](#) and specific [“Social Media Standards”](#) that govern the use of University-related logos etc. As a general rule, students should consult (1) these standards and (2) the Director of Training regarding the appropriateness of using USU information and/or images related to work shared online or via other personal or professional electronic presences. Students are not allowed to create social media accounts that claim to represent the Program or other USU-related entities.

22. Key Program Documents

Following are hyperlinks to key documents that are used for administering the Program. Each document is provided below, in the order listed.

Evaluation Documents

22.A. [Specialist Student Annual Evaluation](#)

22.B. [Specialist Student Practicum & Internship Evaluation](#)

22.C. [Test Taker Score Report for the Praxis® Exam](#)

Support Documents

22.C. [Remediation Plan](#)

22.D. [Grievance Report](#)

22.A. Specialist Student Annual Evaluation

version 08-24-23

> Return to [Key Program Documents](#)

Student:

Year in Program:

Director Training:

Date Program faculty conducted evaluation:

Date 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 their (1) progress in key Program domains, (2) status regarding major Program requirements, and (3) overall progress in the Program. This evaluation form must be completed by the Director of Training (DT), after reviewing and discussing the students' annual progress with the Program Faculty.

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 that are relevant to their current year in the Program.

Evaluation Rubric

N/A = Not applicable. Curriculum domain is not yet applicable to student progress.

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

Progress in Key Program Domains

Domain	N/A	INAD	SATI	EXEM
Didactic Coursework				
Practicum (Y1–2) OR Internship (Y3)				
Responsiveness to Faculty Feedback				
Interpersonal Skills and Professionalism				

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Status of Major Program Requirements

Requirement	Incomplete	Complete
MEd Coursework		
EdS Coursework		
Y1 School Psychology Practicum		
Y2 School Psychology Practicum		
Independent Research Project		
School Psychology Praxis® Exam		
School Psychology Internship Secured		
School Psychology Internship: 1200 hours		
School Psychology Internship: Portfolio		

Overall Progress in the Program

Considering the evaluation points above, the Program Faculty have determined that the student's current, overall progress toward completing the School Psychology EdS Program is:

- Unacceptable
- Needs improvement
- Satisfactory
- Exemplary

Narrative Comments & Feedback

Signatures

By signing, the Director of Training certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their DT and received a copy.

Director of Training's signature

Date

Student's signature

Date

22.B. Specialist Student Practicum & Internship Evaluation

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Student:

Year in Program:

Director of Training:

Date the Program Faculty conducted the evaluation:

Date the evaluation was communicated to the student:

The purpose of the School-Based Practicum & Internship Evaluation is to provide students in the School Psychology EdS Program with formal feedback from supervisors regarding students' demonstration of competencies outlined in the National Association of School Psychologist's (NASP; 2020) Practice Model and the Program's associated training goals and objectives. This evaluation form must be completed by students' primary supervisors 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 from their most recent supervisor across all Global Competencies 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, Dr. Gregory Callan greg.callan@usu.edu.

Evaluation Rubric

NOBS = Not observed. Supervisors did not observe students 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 their current level of training. Students demonstrate ineffective sub-skills and require inordinate supervision and feedback from the Supervisor.

EMER = Emerging. Students exhibit the competency at an emerging level that is characteristic of novices in early stages of training. Students demonstrate sub-skills with varying levels of effectiveness and requires typical supervision and feedback from supervisors.

SATI = Satisfactory. Students exhibit the competency at a satisfactory level that is on par with expectations for interns and early-career practitioners. Students demonstrate sub-skills effectively with typical supervision and feedback from supervisors.

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EXEM = Exemplary. Students exhibit the competency at an exemplary level that exceeds expectations for interns and early-career practitioners. Students demonstrate sub-skills effectively with minimal supervision and feedback from supervisors.

Global Competencies

Competency Domain	NOBS	INAD	EMER	SATI	EXEM
NASP 1. Data-based decision making					
NASP 2. Consultation and collaboration					
NASP 3. Academic interventions and instructional supports					
NASP 4. Mental and behavioral health services and interventions					
NASP 5. School-wide practices to promote learning					
NASP 6. Services to promote safe and supportive schools					
NASP 7. Family, school, and community collaboration					
NASP 8. Equitable practices for diverse student populations					
NASP 9. Research and evidence-based practice					
NASP 10. Legal, ethical, and professional practice					

Sub-Skills within Competencies

NASP 1. Data-based decision making	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					
NASP 2. Consultation and collaboration	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					
E. Uses data to evaluate the effectiveness of mental health and behavioral services					
NASP 3. Academic interventions and instructional supports	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					
NASP 4. Mental and behavioral health services and interventions					
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					
NASP 5. School-wide practices to promote learning	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					
NASP 6. Services to promote safe and supportive schools	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					
NASP 7. Family, school, and community collaboration	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					
NASP 8. Equitable practices for diverse student populations	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					
NASP 9. Research and evidence-based practice	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					
NASP 10. Legal, ethical, and professional practice	NOBS	INAD	EMER	SATI	EXEM
A. Uses an ethical decision-making model to adhere to NASP’s ethical standards in professional activities					
B. Adheres to legal regulations that govern professional activities					
C. Demonstrates professionalism and stress management in professional activities					
D. Demonstrates effective interpersonal communication skills in professional activities					
E. Demonstrates dependability, timeliness, and task management in professional activities					
F. Demonstrates self-awareness and perspective of others when collaborating in professional activities					
G. Demonstrates an appropriate level of independence and takes initiative when engaging in professional activities					
H. Responsive to supervisory feedback					

Narrative Comments & Feedback

Signatures

By signing, the Supervisor certifies they have personally completed the evaluation and the Student acknowledges they reviewed the evaluation with their supervisor and received a copy.

Supervisor’s signature

Date

Student’s signature

Date

22.C. Test Taker Score Report for the PRAXIS® Exam

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Following is a sample deidentified test-taker score report for the School Psychology PRAXIS® Exam. This report is generated by the Educational Testing Service® and sent directly to students following completion of the exam. Students are responsible for sharing a PDF copy of this report with the Program faculty.



Test Taker Score Report



Institution Where Relevant Training Was Received: UTAH STATE UNIVERSITY
Undergraduate Major: PSYCHOLOGY
Graduate Major: PSYCHOLOGY
Educational Level: EARNED MASTER'S DEGREE
GPA: 3.5 to 4.0

SECTION I Your Most Recent Test Results

Test Date: [REDACTED]

Test Name and Code	Your Score	Score Recipient and Passing Information*
SCHOOL PSYCHOLOGIST (5402)	<p>179</p> <p>Average Performance Range** 162-177</p>	UTAH STATE BOARD OF EDUCATION (8375) ✓ Passed+

* The passing information in Section I pertains only to your most recent test results for any score recipients selected with your registration. If you have taken one of these tests previously, check Your Highest Scores and Overall Passing Status in Section II for your highest score. If no passing information is displayed, you did not select a score recipient.

** Average Performance Range - The range of scaled scores earned by the middle 50 percent of the test takers taking the test. It provides an indication of the difficulty of the test. Average Performance Range is not computed when fewer than 30 test takers take this form of the test.

+ Score automatically reported to state licensing agency.

SECTION II Your Highest Scores and Overall Passing Status

Below are your highest test scores from the past 10 years and the overall passing status (for any score recipients selected for your most recent tests). Passing status is based on the passing score in effect on the test date or on the date reported. Scores are not reported if test is not required by the score recipient. Score recipients reserve the right to accept the reporting of scores but not necessarily the Passed/Not Passed status. Passed/Not Passed information is not provided if more than one qualifying score is used for a test, if qualifying score is not available, or if test taken is not used by the score recipient.

UTAH STATE BOARD OF EDUCATION (8375)

Test Name and Code	Your Highest Score	Required Minimum Score	Qualifying Score	Score Reported	Overall Passed / Not Passed Status	Test Date
SCHOOL PSYCHOLOGIST (5402)	179	147	147	YES	✓ Passed	[REDACTED]

SECTION III

Details on Your Most Recent Test Results

Test Date: [REDACTED]

Test / Test Category *	Your Raw Points Earned	Average Performance Range **
SCHOOL PSYCHOLOGIST (5402)		
I. PROFESSIONAL PRACTICES, PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE	27 out of 33	Average range: 24-27
II. DIRECT AND INDIRECT SERVICES FOR CHILDREN FAMILIES, AND SCHOOLS	22 out of 25	Average range: 18-22
III. SYSTEMS-LEVEL SERVICES	14 out of 17	Average range: 13-15
IV. FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY	32 out of 35	Average range: 27-31

22.D. Remediation Plan

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Name of student:

Names of faculty support team:

Date plan initiated:

Problem Details

Describe the data that was collected and reviewed to identify the problem:

State the problem to be remediated:

Describe why the problem warrants a remediation plan:

Remediation Plan Details

State the goals of the plan:

Describe the actions/steps to be taken by the student:

Describe the actions/steps to be taken by faculty to support the student (if applicable):

Describe the timeline(s) for the steps stated above:

Describe how students' responsiveness to the plan will be monitored and evaluated:

Progress Monitoring and Evaluation Details

Date of evaluation opportunity #1:

Describe the student's responsiveness to the plan and next steps (if applicable):

Date of evaluation opportunity #2:

Describe the student's responsiveness to the plan and next steps (if applicable):

Date of evaluation opportunity #3:

Describe the student's responsiveness to the plan and next steps (if applicable):

22.E. Grievance Report

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Name of grievant:

Name of reporter (if different than grievant):

Date report filed:

Grievance Details

Date, time, and location of event(s) leading to grievance:

Date reporter became aware of event(s) (if different than above):

Witness to event(s) (if applicable):

Detailed description of grievances, including nature of events and names of other persons involved (if applicable):

Description of violations of relevant policies, procedures, etc.:

Resolution Details

Description of previous attempt(s) to resolve concerns and outcome(s):

Proposed solution(s) to resolve concerns (if applicable):

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