



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

2019–2020 Academic Year

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I. Key Persons & Contact Information

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II. 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 “Program.” It is students’ 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 consult (1) their Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order).

Some important things to know about the Handbook:

- 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 iterations of the Handbook, and there may be Program, Department, or School of Graduate Studies changes over the course of the academic year that have implications for requirements or policies in the Handbook. The Program and Department will notify students about any important changes to these requirements and policies. However, it is ultimately students’ responsibility to stay informed about all relevant requirements and policies.
- Students should also consider the Handbook as a supplement to the Graduate Catalog and other relevant University policies and procedures, not a replacement.
- It is students’ responsibility to maintain their own file with copies of important materials related to graduate training. When submitting forms to the School of Graduate Studies, students should be sure to keep copies for their personal records.
- The Program faculty collect and value student and supervisor feedback, and they carefully consider this feedback when making changes and improvements to Program requirements and policies.
- 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 (1) their Major Professor, (2) the Program Director, and (3) the full Program faculty (in that order).
- If students have suggestions about information to add or update within the Handbook, they should communicate these suggestions directly to their Major Professor.

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III. Diversity Values Statement

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

Program faculty recognize that no individual is completely free from all forms of bias or prejudice, and they expect that the training community will evidence a range of attitudes, beliefs, and behaviors. While in the Program, students are expected to engage in self-reflection regarding their cultural backgrounds, lifestyles, and personal histories. Students are also expected to collaborate with and provide services to individuals who have culturally-different backgrounds and lifestyles from themselves. If students' cultural backgrounds, lifestyles, or personal histories have a negative impact on their ability to perform the functions of a school-psychologist-in-training, then students will be expected to address and resolve these concerns.

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

The Program strives to provide a supportive yet rigorous training environment, where persons from all backgrounds feel both socially accepted and intellectually challenged. If students have concerns regarding Program requirements, policies, or broader culture as it relates to respect for diversity, they should voice and resolve their concerns through the Program process for expressing complaints and grievances (see the Additional Policies section of the Handbook for a description of this process).

USU's Inclusion Center provides resources to students and faculty who are seeking support related to personal diversity concerns or are interested in learning about and supporting others with diversity concerns on campus. The mission of the Inclusion Center is to create an affirming and supportive environment for LGBTQA+, Multicultural, and Nontraditional students. All students and faculty in the Program are encouraged to learn more about the resources and supports offered by the Inclusion Center: <https://inclusion.usu.edu>.

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IV. Program Context

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

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 doctoral degrees (PhD) in Psychology with specializations in several areas: School Psychology, 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 master's 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 websites:

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

Professional Context

School Psychologists work in schools and related settings to support the behavioral/mental health and educational success of youth and their caregivers. School psychologists take a scientific problem-solving approach toward their profession and have broad competencies in science-based assessment, intervention, and consultation. Professional preparation for a career in school psychology is accomplished at both the educational specialist (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. Doctoral-level school psychologists are capable of being employed as practitioners in a variety of settings (e.g., schools, clinics, hospitals, private practice) or as faculty at universities and research institutes. The job outlook for school psychologists practicing in schools is currently very favorable in most regions of the U.S., whereas the job outlook for school psychology faculty in academia is relatively favorable (compared to faculty positions in other fields of psychology). For more information on the professional context, visit the websites for school psychology's two professional parent organizations:

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

Approval 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. More information regarding NASP's training standards and program approval process can be found at the following website: <https://www.nasponline.org/standards-and-certification>.

Credentialing Context

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

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

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V. Faculty

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

Core Faculty

Tyler L. Renshaw, PhD, NCSP

tyler.renshaw@usu.edu

Dr. Renshaw is the Program Director, an Assistant Professor, a credentialed school psychologist (Utah), and a member of the core Program faculty (100% FTE). He holds a PhD in Counseling, Clinical, & School Psychology (2011) from the University of California, Santa Barbara. His expertise and research interests are in the areas of school-based behavioral/mental health services and mindfulness.

Maryellen McClain Verdoes, PhD, LP

maryellen.mcclainverdoes@usu.edu

Dr. McClain Verdoes is an Assistant Professor, a licensed psychologist (Utah), and a member of the core Program faculty (100% FTE). She holds a PhD in School Psychology (2015) from Indiana University. Her expertise and research interests are in the areas of neurodevelopmental disabilities, psychological and psychoeducational assessment, culturally and linguistically diverse students, and training issues in school psychology.

Gregory L. Callan, PhD, LP

greg.callan@usu.edu

Dr. Callan is an Assistant Professor, a licensed psychologist (Indiana), and a member of the core Program faculty (100% FTE). He holds a PhD in School Psychology (2014) from the University of Wisconsin, Milwaukee. His expertise and research interests are in the areas of self-regulated learning and school-based interventions.

Gretchen Gimpel Peacock, PhD, LP

gretchen.peacock@usu.edu

Dr. Peacock is a Professor, a licensed psychologist (Utah), and a member of the core Program faculty (10% FTE). She holds a PhD in School Psychology (1995) from the University of South Carolina. Her expertise and research interests are in the areas of parent training and behavioral interventions.

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

Adjunct Faculty

Marietta A. Veeder, PhD, LP
marietta.veeder@usu.edu

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

Megan A. Heyborne, PhD, NCSP, LP
maheyborne@gmail.com

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

Joe Cottrell, EdS
joe.cottrell@ccsdut.org

Mr. Cottrell is an adjunct instructor, a credentialed school psychologist, and a practicum supervisor for the Program. He holds an EdS degree in School Psychology (2017) from Utah State University. He is currently a full-time practicing School Psychologist in the Cache County School District in Utah.

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

Affiliated Faculty

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

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VI. Admissions

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

Non-Discrimination

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

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

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

Additional Factors

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

- Well-articulated research interests and career goals
- Goodness-of-fit of research interests with particular faculty's interests
- Prior research experience (e.g., lab work, scholarly writing, presenting)
- Prior applied or clinical experience (e.g., teaching, counseling, assessing)
- Prior graduate training (in school psychology or related fields)
- Effective communication and interpersonal skills

Prerequisite Courses

There are no standard prerequisite courses, yet prospective students are expected to have a “substantial background in psychology.” A substantial background is generally interpreted as prior coursework in four areas: (a) general psychology, (b) research methods in the 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 (outside the confines of a major or minor) within the field of psychology. 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 (e.g., online or on-campus as a non-matriculating student) prior to starting the Program.

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 all available Program faculty and current graduate students. 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 by faculty who are interested in serving as students’ Major Professors. 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 intensive nature of a Major Professor’s responsibilities to a student, Program faculty are highly selective regarding the applicants they choose to admit and mentor. The number of new students admitted per faculty member range from 0–2 per year. Thus, many well-qualified applicants do not ultimately receive admissions offers.

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VII. 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 model and philosophy.

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. The Program is selective, intensive, and collegial by design. Graduate students are admitted into the lab of particular Major Professors, who functions as students' primary advisors and mentors. Program Faculty have a strong interest in preparing students who are capable of advancing the field as practitioners who are effective consumers and producers of research. Program content and experiences are structured to align with NASP's Standards for Graduate Preparation of School Psychologists (2010). Graduates of the Program will be prepared to pursue careers as practitioners in schools and related educational settings.

Program Philosophy

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

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

Science-based practice. School psychology is a subfield of applied psychology that is derived from the scientific foundations of the broader disciplines of psychology and education. The overarching structure of the program adheres to a scientist–practitioner training model. 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-informed practice. School psychologists use science-based practice for the sole purpose of bettering the lives of the youth, caregivers, schools, and communities they serve. The practice of school psychology is therefore an ethical endeavor. 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-informed 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-informed 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-informed 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 within clients in the practice of school psychology
- Understanding clients' cultural heritage and history, and how to design and implement culturally-competent practices that are responsive to 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-competent practice by training, collaborating with, and supervising other school psychologists and related professionals

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VIII. Training Goals & Objectives

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

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

Following are the Program's training goals and associated objectives.

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.

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IX. Major Professors

Students are admitted into the Program to work in the lab of a specific Major Professor. When extending admissions offers, Major Professor are committing to serve as students' primary advisors and mentors throughout students' tenure in the Program. Following are key parameters related to Major Professors' relationships with students.

Basic Responsibilities of Major Professors

Major Professors' basic responsibilities to students are as follows:

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

Major Professors and Student Progress

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

Communicating with Major Professors

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

- Major Professors strive to respond to students' communications within 48 hours

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

If students have difficulty communicating effectively with their Major Professor, they should first seek to resolve this concern by discussing the issue directly with the professor. If this issue remains unresolved, students should bring their concern to the (1) Program Director and (2) Department Head (in that order).

Changing Major Professor Assignments

It is expected that initial Major Professor assignments will persist throughout a student's tenure in the Program; however, a change in Major Professor is possible. Such changes can be initiated by the student or the Major Professor without repercussions. Once the original advising relationship is terminated, it is students' responsibility to secure a new Major Professor from available Program faculty. New Major Professor assignments cannot be compelled and must be agreeable to both parties. If students are unsuccessful in securing a new Major Professor within 6 months of terminating the original advising relationship, then students may be recommended for dismissal from the Program.

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X. Graduate Supervisory Committee

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

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

Following are key policies and parameters related to GSCs.

Constellation of GSCs

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

GSC for MEd Program of Study

- Must consist of 3 total faculty (including the Major Professor)
- 1 GSC member must be from outside the School Psychology specialization
- Only 1 GSC member may be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Spring of Year 1
- GSC is the same for approving the program of study and supervising the thesis
- All forms relevant to the GSC for the master's degree can be found at the following website: <https://gradschool.usu.edu/forms/>

GSC for the EdS Program of Study and Thesis

- Can be the same committee as the GSC for the MEd program of study
- Must consist of 3 total faculty (including the Major Professor)
- 1 GSC member must be from outside the School Psychology specialization
- Only 1 member can be adjunct faculty
- Must complete the "Supervisory Committee Approval" form by Fall of Year 2
- GSC is the same for approving the program of study and supervising the thesis
- All forms relevant to the mater's GSC can be found at the following Graduate School website: <https://gradschool.usu.edu/forms/>

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XI. Coursework

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

Ideal Coursework Sequence

Following is the ideal sequence for completing Program coursework. It is recommended that students adhere to this coursework sequence as closely as possible; however, the sequence may be adjusted for students entering the Program with prior graduate-level coursework in psychology, if they receive transfer credit or coursework waivers (see below 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 their Major Professors.

| Year / Term | Coursework | Credit | Total |
|-------------|---|--------|-------|
| Y1 / Fall | PSY 6570: Introduction to Ed. & Psychological Research | 3 | |
| | PSY 6310: Intellectual Assessment | 3 | |
| | PSY 6450: Introduction to School Psychology | 3 | |
| | PSY 7270: Lifespan Psychopathology | 3 | |
| | PSY 6290: Diversity Issues in Tx & Assessment: Part I | 1 | 13 |
| Y1 / Spring | PSY 6410: Psychoeducational Assessment | 3 | |
| | PSY 6810: Ethics and Law in School Psychology | 3 | |
| | PSY 6150: Evidence-Based Practice I: Child & Adolescent | 2 | |
| | PSY 6660: Cognition & Instruction | 3 | |
| | PSY XXXX: Elective Course* | 3 | 14 |
| Y1 / Summer | PSY 6600: Statistical Foundations | 3 | 3 |
| Y2 / Fall | PSY 6380: Practicum in School Psychology | 3 | |
| | PSY 6810: Behavioral & MH Assessment in School Psych | 3 | |
| | PSY 6810: Assessment of Autism and Related Disabilities | 3 | |
| | PSY 7530: Advanced Developmental Psychology | 3 | |
| | PSY 6290: Diversity Issues in Tx & Assessment: Part II | 1 | |
| | PSY 6970: Thesis | 3 | 16 |
| Y2 / Spring | PSY 6380: Practicum in School Psychology | 3 | |

| | | | |
|---------------------------------|--|---|----|
| | PSY 6810: Behavioral & MH Intervention in School Psych | 3 | |
| | PSY 6630: Supervision & Consultation in Psych/Ed | 3 | |
| | PSY 6290: Diversity Issues in Tx & Assessment: Part III | 1 | |
| | PSY XXXX: Practicum in Health Service Psychology with Youth and Caregivers | 1 | |
| | PSY 6970: Thesis | 3 | 14 |
| Y2 / Summer | No coursework | | |
| Y3 / Fall | PSY 6950: School Psychology Internship | 3 | 3 |
| Y3 / Spring | PSY 6950: School Psychology Internship | 3 | 3 |
| Total Program Credit Hours = 66 | | | |

* = Options for completing the elective requirement should be considered in consultation with the student's Major Professor. Possibilities may include:

- PSY 6420: Group Counseling in the Schools
- PSY 6470: Health Psychology
- PSY 6750: Fundamentals of Acceptance and Commitment Therapy
- PSY 7820: Neuropsychology
- SPED 7700: Single-Subject Research Methods and Design
- PSY 7070: Measurement and Psychometrics
- EDUC 6770: Qualitative Research Methods
- EDUC 6800: Mixed Methods

Coursework Connections with Training Goals/Objectives & NASP Practice Domains

Following is a table presenting the coursework connections with Program training goals and objectives as well as with NASP's 10 practice domains of school psychology. Taken together, the coursework provides comprehensive coverage for all NASP training standards. The numerical codes representing the Program's training goals/objectives and NASP's domains of practice can be located in the [Training Goals and Objectives](#) section of the Handbook (see above).

| Coursework | Goal.Objective | NASP Domain |
|---|--------------------|-------------------|
| PSY 6570: Introduction to Ed & Psych Research | 1.2, 6.1, 6.3 | 1, 9 |
| PSY 6310: Intellectual Assessment | 1.1 | 1 |
| PSY 6450: Introduction to School Psychology | 2.1, 2.2, 5.1, 5.3 | 2, 3, 5, 6, 8, 10 |
| PSY 7270: Lifespan Psychopathology | 3.1, 5.1 | 8 |

| | | |
|--|----------------------------|---------------|
| PSY 6410: Psychoeducational Assessment | 1.1, 4.1 | 1 |
| PSY 6440: Ethics and Law in School Psychology | 2.1, 2.3 | 2, 7 |
| PSY 6660: Cognition & Instruction | 2.5, 4.1, 4.2 | 3 |
| PSY 6600: Statistical Foundations | 1.2, 2.5, 6.1, 6.2, 6.3 | 1, 9 |
| PSY XXXX: Practicum in Health Service Psychology with Youth and Caregivers | 3.3, 5.3 | 4 |
| PSY 6810: Behavioral/MH Assessment in School Psych | 1.1, 1.2, 3.2 | 1, 4, 6 |
| PSY 6810: Assessment of Autism and Related Disabilities | 1.1, 3.2 | 1, 8 |
| PSY 7530: Advanced Developmental Psychology | 2.3, 3.1 | 8 |
| PSY 6380: Practicum in School Psychology | 2.1, 2.2, 4.2, 5.3 | 2, 3 |
| PSY 6810: Behavioral/MH Intervention in School Psych | 3.3 | 4, 5, 6 |
| PSY 6630: Supervision & Consultation in Psych/Ed | 1.1, 2.3, 2.4 | 2, 3, 4, 5, 7 |
| PSY 6290: Diversity Issues in Tx & Assessment: Parts I, II, III | 2.3, 5.1, 5.2 | 7, 8 |
| PSY 6150: Evidence-Based Practice I: Child & Adolescent | 3.3 | 2, 4 |
| PSY 6970: Thesis | 6.1, 6.2, 6.3 | 9 |
| PSY 6950: School Psychology Internship | 2.1, 2.2, 2.4, 4.2, 5.2 | 3, 4, 5, 7 |

Coursework for MEd Degree

The Program requires that students complete an MEd en route to completing the EdS in School Psychology. The recommended coursework sequence for the MEd is outlined below and is typically completed within the first three semesters. The MEd is not intended to stand alone as preparation for professional practice as a school psychologist. Rather, it is intended as a foundation and stepping-stone toward that end. Students should be aware that the same coursework cannot be used for more than one degree, and that some coursework completed in the first three semesters counts toward the EdS sequence, not the MEd sequence. Students are eligible to receive the MEd as soon as they have successfully completed all coursework requirements.

| MEd Coursework | Credit |
|---|--------|
| PSY 6570: Introduction to Ed & Psych Research | 3 |
| PSY 6310: Intellectual Assessment | 3 |
| PSY 6450: Introduction to School Psychology | 3 |
| PSY 6410: Psychoeducational Assessment | 3 |
| PSY 6440: Ethics and Law in School Psychology | 3 |
| PSY 7270: Lifespan Psychopathology | 3 |
| PSY 6660: Cognition & Instruction | 3 |
| PSY 6600: Statistical Foundations | 3 |

| | |
|---|---|
| PSY 6380: Practicum in School Psychology | 3 |
| PSY 6810: Behavioral/MH Assessment in School Psych | 3 |
| PSY 6810: Assessment of Autism and Related Disabilities | 3 |
| PSY 7530: Advanced Developmental Psychology | 3 |

| |
|-----------------------------|
| Total MEd Credit Hours = 36 |
|-----------------------------|

Coursework for EdS Degree

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

| EdS Coursework | Credit |
|--|--------|
| PSY XXXX: Practicum in Health Service Psychology with Youth and Caregivers | 1 |
| PSY 6380: Practicum in School Psychology | 3 |
| PSY 6810: Behavioral/MH Intervention in School Psych | 3 |
| PSY 6630: Supervision & Consultation in Psych/Ed | 3 |
| PSY 6290: Diversity Issues in Tx & Assessment: Parts I, II, III | 3 |
| PSY 6150: Evidence-Based Practice I: Child & Adolescent | 2 |
| PSY XXXX: Elective Course | 3 |
| PSY 6970: Thesis | 6 |
| PSY 6950: School Psychology Internship | 6 |
| Total EdS Credit Hours = 30 | |

Degree Completion Deadlines & Checklists

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 following website: <https://gradschool.usu.edu/degree-completion/>

Transfer Credit

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Transfer credits cannot have been used for another degree and are 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 or products may be required to determine the equivalency of transfer courses. Requests for transfer credit must be approved by (1) the Major Professor, (2) the full Program faculty, and (3) the Department Head (in that order).

Course Waiver

In rare circumstances, a course waiver or exemption may be provided for students who have accrued coursework or other training that is substantively equivalent to that required by the Program curriculum. A review of course syllabi and/or products may be required to determine the equivalency of coursework or other training. Course waivers are limited to no more than 12 semester credits, and the receipt of a waiver must be clearly documented in a memo placed in students’ Department files. Requests for course waivers must be approved by (1) the Major Professor, (2) the full Program faculty, and (3) the instructor of the relevant USU course (in that order).

Coursework Grades

The School of Graduate Studies requires that students have a minimum GPA of 3.0 in order to remain in good standing with the University. Students are expected to earn a minimum grade of “B” in all coursework. Students receiving a “C” grade are expected to either (1) repeat the course or (2) demonstrate mastery in the respective content area by another means that has been approved by the Program faculty. If students earn a “D” or “F” grade 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 from the Program, or dismissal from the Program (see the [Additional Policies](#) section for more information on these disciplinary measures). Earning two or more “C” grades may likewise result in probation, remediation, or dismissal.

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XII. Practicum

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

Developmental Model

Practicum is structured according to a developmental model. During Year 1 in the Program, students engage in preliminary practicum experiences, which are intended to provide exposure to some of the key roles and functions of school psychologists. Year 1 practicum activities are typically limited in nature and embedded within the context of first-year coursework (e.g., Introduction to School Psychology, Legal and Ethical Issues in Schools) or research lab experiences that are supervised by Program faculty. In Year 2, students enroll in a two-semester school-based practicum sequence, wherein they are assigned to work with a practicing school psychologist for one day per week. Year 2 practicum is intended to provide students with broad exposure to the assessment, intervention, and consultation functions relevant to school psychology. Some Year-2 students may also have opportunities for additional school-based practicum that is structured as graduate assistantships and supervised by Program faculty. In Year 3, students progress to the most intensive level of practical training, where they obtain positions as full-time interns working under the supervision of a practicing school psychologist.

Throughout all years in the Program, students may obtain practicum experiences within the context of their Major Professor's research lab—to the degree that research activities align with direct or indirect practice. The nature and extent of these additional practicum opportunities vary as a function of Major Professors' expertise and current projects.

Student License for School-Based Work

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

Obtaining a student practice license can take up to 10 weeks. All students in the Program are expected to obtain their student educator license through the Utah State Office of Education by

the end of the second semester in the program. The application for this credential can be initiated at the following website: <https://secure.utah.gov/elr/welcome.html>.

Before participating in the Year 2 school-based practicum sequence, students must provide documentation to the Program Director that they have obtained a temporary practice license. A copy of this temporary practice license will be kept in students' Department files. Failure to obtain a temporary practice license prior to beginning the Year 2 school-based practicum sequence will jeopardize students' standing in the Program. If a student is denied a temporary license due to problems resulting from the background check that cannot be resolved, the student will be unable to participate in the curriculum and will therefore be dismissed from the Program.

All students must complete the background check process requested by the Utah State Board of Education (USBE), as the USBE will not accept copies of background checks completed elsewhere. Students will be notified by email when their background check and application is completed by USBE. If students continue to work in Utah schools as a practicum student or intern after possessing a temporary practice license for 3 years, they will need to complete another background check and renew this temporary license. Students should also be aware that some school districts have extra procedures for vetting practicum students, which may require additional applications and background checks beyond those mandated by the USBE.

Hours Tracking

Students are responsible for consistently and accurately tracking their practicum hours across all placements. During Year 1 and Year 2, students should log and track hours using an excel spreadsheet provided in the Introduction to School Psychology course. During internship, students should log and track hours using an excel spreadsheet provided by the Program Director. 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 Major Professors.

Placement Decisions

Practicum placement decisions are made by the Program faculty, not by students. Year 1 practicum opportunities will be arranged by faculty teaching courses with applied requirements. Practicum placements for the Year-2 School Psychology Practicum sequence will be arranged in local school districts by the faculty member who supervises this sequence. Across all years, practicum experiences that occur as part of research lab projects will be arranged by the Major Professors of those labs.

Students are encouraged to consult with their Major Professors regarding which practicum placements would be optimal in relation to their internship and career goals. Faculty who are responsible for practicum placement decisions may solicit student input regarding placement preferences, but there is no guarantee that these preferences can or will be accommodated.

Ultimately, faculty make practicum placement decisions that account for the best interests of students, school systems, and the broader Program. Under no circumstances should students take initiative to arrange practicum placements outside of the official Program channels described above.

Students should be aware that traveling to practicum placements may sometimes require a substantial commute—up to 1.5 hours driving, each way. This commute time does not count toward practicum hours, and the resulting mileage is typically not reimbursed by local school districts or other placements.

Supervisor Evaluation

Students performance in practicum is evaluated by their primary supervisor at the conclusion of each semester that they complete a formal practicum experience. Evaluations corresponding with the school-based practicum in Year 2 are conducted using the School-Based Practicum & Internship Evaluation form (see [Appendix B](#)). Minor practicum experiences that are arranged as part of research lab projects do not require the completion of supervisor evaluations on a semester-by-semester basis. When enrolled in the Year-2 Practicum in School Psychology Sequence (PSY 6380), the faculty member supervising that sequence will solicit evaluations from the school-site supervisors. When enrolled in Practicum in Health Service Psychology with Youth and Caregivers (PSY XXXX), the School Psychology Program Director will solicit evaluations from all site supervisors.

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XIII. School Psychology Praxis® Exam

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

General Criteria

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

Evaluation Criteria

- Must receive a “qualifying” score on the exam (≥ 147)

Timeline for Completion

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

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XIV. Thesis Project

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

General Criteria

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

Evaluation Criteria

- To successfully complete the project, the Graduate Supervisory Committee must give a “Satisfactory” mark on the student’s Record of Examination

Timeline for Completion

- Develop idea for the project in Fall semester of Year 1
- Begin writing proposal document in Spring or Summer semester of Year 1
- Complete proposal document and oral presentation prior to the end of Spring semester of Year 2
- Complete final document and oral defense prior to the end of the Spring semester of Year 3

Paperwork for Milestone Projects

Completion of the thesis project is accompanied by the completion of related paperwork with the School of Graduate Studies. Students are responsible for initiating the necessary paperwork and then following-up with the Coordinator of Graduate Programs in the Department to ensure

that all paperwork has been processed. All necessary paperwork can be located and downloaded from the following website: <https://gradschool.usu.edu/forms/>.

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XV. 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.

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 February of each year.

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

Internship Credits

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.

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, 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.

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, they 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.

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 (1) students’ Major Professors, (2) the Program Director, and (3) the full Program faculty (in that order).

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
- Conducting a formal check-in with the intern and supervisor in the Fall and Spring semesters of the internship year
- 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

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. Criteria for developing and evaluating this portfolio are located in an external document entitled “Guidelines for Practicum and Internship Portfolio.”

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XVI. Additional Policies

The majority of Program policies are outlined in earlier sections of the Handbook that are devoted to specific aspects of the Program's curriculum. Following are additional policies governing administration of the Program, which were not already noted in earlier sections of the Handbook. Students should resolve questions regarding these additional Program policies should by (1) referencing the Handbook, (2) consulting their Major Professors, and (3) consulting the Program Director (in that order).

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 and of students in learning. Academic freedom does not, however, give students the right to change Program requirements or policies. The University's policy on academic freedom can be located at the following website: <https://www.usu.edu/policies/403/>.

Participation in Research Lab

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

Graduate Assistantships

The Program is a rigorous, full-time training experience that typically includes a paid graduate assistantship (i.e., teaching, research, or clinical position) for each semester that students are enrolled on-campus. Assistantships are a means of financial support that are coordinated by Program faculty and require 20 hours of work per week (0.50 FTE). Any assistantship (or combination of assistantships) that exceeds 20 hours per week must be approved by (1) students' Major Professors, (2) the Program Director, and (3) the Department Head (in that order). A form documenting this approval must be submitted to the School of Graduate Studies.

Outside Employment

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

Progress Monitoring & Evaluation

All students are monitored and evaluated on an ongoing basis by the Program faculty. The purpose of all monitoring and evaluation is to ensure that students succeed in meeting the Program's training goals and objectives. All students will be provided with formal feedback from the Program faculty at the end of each academic year via the Specialist Student Annual Evaluation (see [Appendix A](#)). In Years 2–3, students will also be evaluated on a semester-by-semester basis by practicum and internship supervisors using the School-Based Practicum & Internship Evaluation (see [Appendix B](#)). More frequent monitoring or evaluation may be provided by Major Professors or other faculty on an as-needed basis. Students should be aware that failing to meet evaluation benchmarks may result in a Program remediation plan or dismissal from the Program (see below for more information on these disciplinary policies).

Psychological Services & Compensation

It is illegal and unethical for students to identify, advertise, or offer services as a "school psychologist" until licensed as such by the 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 students (e.g., Social Work). There is no legal or ethical conflict when students receive financial compensation from school-based assistantships that are arranged by Program faculty and deemed to be part of the Program curriculum. Students should be aware that ethical mandates require they clearly state their title, credentials, and level of training when providing services and otherwise representing themselves in professional situations (e.g., Student Name, MS in Psychology, School Psychology Intern).

Ethical Behavior

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

Remediation Plans

Students who fail to make satisfactory progress in the Program or engage in unethical behavior related to the Program may be subject to a Program remediation plan. Remediation plans are carried out by at least two Program faculty, one of which must be the student's Major

Professor. 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 students' problems
2. Developing a plan with goals and actionable steps to remediate these problems
3. Monitoring and evaluating students' response to the remediation plan
4. Clear documentation of processes 1–3

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

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

Dismissal from the Program

If students are considered for potential dismissal from the Program, the following protocol must be adhered to:

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 Program Director forwards the dismissal recommendation to the entire Department Faculty
4. The Department Faculty vote on the recommendation to dismiss the student from the Program
5. If a simple majority of the voting faculty uphold the dismissal decision, the Department Head forwards the dismissal recommendation to the Vice Provost of Graduate Studies
6. The Vice Provost of Graduate Studies makes a final, independent decision regarding the students' dismissal
7. If dismissed from the Program, the student retains the right to appeal the decision

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

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

Access to USU Student Services

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

Students with Disabilities

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 University's Disability Resource Center. More information regarding reasonable accommodations and the process by which these are obtained is available at the following website: <https://www.usu.edu/drc/>.

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. Students are also expected to attend and participate in interview-day events (for prospective students or faculty) and Department colloquia, as these are essential Program functions. If students will miss a mandatory Program or Department meeting for any reason, it is their responsibility to (1) notify their Major Professors and (2) obtain notes from the meeting from peers. Attendance is non-mandatory for Program or Department events that are billed as socials and other unofficial gatherings.

Department Facilities & Supplies

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

Department Mailbox

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

Email

Students are provided a University-sponsored email address, which they are encouraged to use for Program and Department communications. If students choose not to use this university-sponsored email address, they are responsible for informing the Program and Department of their preferred email address. Students are expected to check and respond email regularly, as most Program, Department, College, and University-related information is conveyed via email.

Student Representative

One specialist-level student serves as the student representative at Program and Department meetings. The student representative is elected by the Program's student cohort according to a process that is self-determined by the cohort. Representatives serve for 1 year and are responsible for representing the interests of all specialist-level students within the Program. Student representatives are encouraged to actively and regularly solicit feedback from their peers regarding Program functioning—and to present this feedback to Program faculty at designated meetings.

Student Mentors

All new students are assigned peer mentors prior to matriculating into the Program. Peer mentors are fellow specialist-level students who have successfully completed at least one year in the Program. Peer mentors are expected to facilitate new students' transition into the Program by answering questions and recommending resources during the first year. The matching of new students with peer mentors is the responsibility of the current student representative, working in consultation with the Program Director.

Tuition Awards

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

Financial Supports for Graduate Training

Students in the Program are eligible to apply for several 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:

- School of Graduate Studies: <https://gradschool.usu.edu/tuition-financial-aid/>
- College: <https://cehs.usu.edu/academics/scholarships/index> and <https://cehs.usu.edu/research/resources/grad-student-research-award-opportunity>
- Department: <http://psychology.usu.edu/academics/scholarships> and <http://psychology.usu.edu/student-resources/travel-research-support>

In addition to these internal sources of funding, students are encouraged to consult with their Major Professors regarding potential external sources of funding (i.e., those available from entities outside the University) that may provide partial financial support for graduate training.

Complaints & Grievances

Complaints or grievances with other persons—including students, faculty, or staff—in the Program, Department, College, or University should be handled using the approach outlined in APA’s ethical code of conduct. First, students should seek to resolve the problem directly by communicating with the persons that are the source of the complaint or grievance. If this step does not resolve the problem, students should then consult their Major Professors, who may help facilitate a resolution. If a resolution is not obtained after this step, students should contact the Program Director. In rare instances, it may be necessary to bring unresolved problems to the attention of the full Program faculty, the Department Head, or the Vice Provost of Graduate Studies (in that order). All students are protected in this situation by University policies that govern students’ rights, appeals, and due processes. The University’s regulations governing complaints and grievances can be found at the following website:

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

Program Residency

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

Social Media, Online Outlets, & Electronic Presence

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

University Student Code

The University has a comprehensive Student Code that outlines the rights and responsibilities of students, regulations governing student behavior and discipline, and a variety of other issues that are germane to student expression and protection. The full Student Code is beyond the scope of the Handbook, and therefore students are referred to the original document to review and resolve any questions regarding University policies:

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

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XVI. Links to Key University Information

- USU School Psychology Program: <http://psychology.usu.edu/academics/grad/school-psychology/index>
- School of Graduate Studies: <https://gradschool.usu.edu>
- Graduate Catalog: http://catalog.usu.edu/preview_entity.php?catoid=12&ent_oid=998
- Graduate Thesis & Dissertation Requirements: <https://gradschool.usu.edu/thesis-dissertation-requirements/>
- Tuition & Financial Aid Office: <https://gradschool.usu.edu/tuition-financial-aid/>
- School of Graduate Studies' Forms: <https://gradschool.usu.edu/forms/>
- Degree Completion Deadlines & Checklists: <https://gradschool.usu.edu/degree-completion/>
- Office of Student Conduct: <https://studentconduct.usu.edu/>
- Division of Student Affairs: <https://studentaffairs.usu.edu/>
- Access and Diversity Center: <https://inclusion.usu.edu>
- Disability Resource Center: <https://www.usu.edu/drc/>
- Student Health Services: <https://health.usu.edu/>
- Student Wellness & Mental Health Services: <https://counseling.usu.edu/>
- Mental Health Resources: <https://gradschool.usu.edu/mental-health/>
- Office of Equity: <https://equity.usu.edu/>
- Campus Police: <http://dps.usu.edu/>
- Student of Concern Report:
https://cm.maxient.com/reportingform.php?UtahStateUniv&layout_id=4

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Appendix A: Specialist Student Annual Evaluation

v.09-19-19

Student:

Year in Program:

Major Professor:

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 students' Major Professors, after reviewing and discussing the students' annual progress with the other Program Faculty.

Prior to marking the annual evaluation, Program Faculty will review the following documents, as applicable: (1) students' current graduate transcript from USU, (2) a report summarizing the students' practicum hours to date, (3) supervisor evaluations from practicum completed during the previous year, (4) supervisor evaluations from teaching or research assistantships completed during the previous year, and (5) previous annual evaluations.

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

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 | INAD | SATI | EXEM |
|--------|------|------|------|
|--------|------|------|------|

| | | | |
|--|--|--|--|
| Research Lab Participation | | | |
| Didactic Coursework | | | |
| Practicum Performance | | | |
| Graduate Assistantship | | | |
| Thesis Project | | | |
| Responsiveness to Faculty Feedback | | | |
| Interpersonal Skills and Professionalism | | | |

Status of Major Program Requirements

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

Overall Progress in the Program

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

Narrative Comments & Feedback

[INSERT INDIVIDUALIZED COMMENTS AND FEEDBACK]

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Appendix B: School-Based Practicum & Internship Evaluation

v.08-19-19

Student:

Year in Program:

Major Professor:

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 and PhD Program with formal feedback from supervisors regarding students' demonstration of competencies outlined in the National Association of School Psychologist's (NASP; 2010) Model for Comprehensive and Integrative School Psychological Services, NASP's (2010) Standards for Graduate Preparation of School Psychologists, and the Program's training goals and objectives. For both EdS and PhD students, 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: [INSERT NAME AND CONTACT INFO]

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.

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

Sub-Skills within Competencies

| | | | | | |
|--|------|------|------|------|------|
| I. General professional skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Professionalism and stress management | | | | | |
| B. Interpersonal communication skills | | | | | |
| C. Dependability, timeliness, and task management | | | | | |
| D. Self-awareness and perspective of others | | | | | |
| E. Appropriately independent and takes initiative | | | | | |
| F. Responsiveness to supervisory feedback | | | | | |
| II. Data-based decision making/accountability skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Administers various assessment strategies with standardized testing procedures | | | | | |
| B. Interprets assessment for screening and eligibility with consideration of cultural/contextual factors | | | | | |
| C. Uses a problem-solving framework to understand students' problems and strengths | | | | | |

| | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| D. Communicates assessment information in a professional and comprehensible manner | | | | | |
| III. Mental health and behavioral service skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Uses assessment methods to identify mental health and behavioral problems/intervention goals | | | | | |
| B. Uses data to develop effective interventions for mental health and behavioral problems | | | | | |
| C. Implements individual/group/class-level interventions that resolve behavioral concerns | | | | | |
| D. Implements individual/group/class-level interventions that resolve mental health concerns | | | | | |
| E. Uses data to evaluate the effectiveness of mental health and behavioral services | | | | | |
| IV. Academic intervention skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Uses assessment methods to identify academic problems and intervention goals | | | | | |
| B. Uses data to develop effective interventions to meet academic goals | | | | | |
| C. Considers curriculum and instructional strategies to meet benchmarks | | | | | |
| D. Incorporates culturally responsive instructional strategies | | | | | |
| E. Uses data to evaluate progress with intervention | | | | | |
| V. Consultation and collaboration skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Uses a problem-solving-based consultation process | | | | | |
| B. Develops and supports teacher/parent interventions to achieve consultation goals | | | | | |
| C. Establishes collaborations among families, teachers, community providers, and others | | | | | |
| D. Works collaboratively and meets role obligations with multidisciplinary teams | | | | | |
| VI. Diversity skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Combines a problem-solving framework with culturally responsive practices for diverse students | | | | | |
| B. Considers individual cultural differences, strengths, and backgrounds to plan services | | | | | |

| | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| C. Implements culturally responsive practices in all services to help meet intervention goals | | | | | |
| D. Uses data and strategies to promote fairness and social justice in school policies and programs | | | | | |
| E. Supports, empowers, or advocates for students and families from diverse backgrounds | | | | | |
| VII. Legal, ethical, and professional practice skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Uses an ethical decision-making model to adhere to ethical and professional standards | | | | | |
| B. Adheres to legal regulations in all practices | | | | | |
| VIII. Research skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Applies evidence-based assessment, intervention, and consultation practices | | | | | |
| B. Uses various techniques and technology resources for data collection, measurement, and analysis | | | | | |
| C. Evaluates fidelity and effectiveness of intervention plans | | | | | |
| IX. Family–school collaboration skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Collaborates respectfully with families and facilitates family participation in decision-making | | | | | |
| B. Uses strategies to facilitate home-school interventions | | | | | |
| C. Advocates for and provides culturally responsive practices for diverse students and families | | | | | |
| X. School-wide practice skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Collaborates within a multitiered system of services to support student outcomes | | | | | |
| B. Advocates for policies and practices that promote inclusive and positive school environments | | | | | |
| C. Advocates for needed change in a school system that promotes student outcomes | | | | | |
| D. Collaborates with educators and administrators to establish a positive/inclusive school climate | | | | | |
| XI. Preventive and responsive service skills | NOBS | INAD | EMER | SATI | EXEM |
| A. Participates in school crisis prevention/response teams | | | | | |
| B. Appropriately intervenes during a crisis event | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| C. Uses knowledge of risk and protective factors to prevent problems and promote student wellbeing | | | | | |
| D. Participates and evaluates programs that promote a positive school climate, safety, and inclusion | | | | | |
| E. Facilitates culturally responsive crisis practices that respond to family culture and context | | | | | |

Narrative Comments & Feedback

[INSERT INDIVIDUALIZED COMMENTS AND FEEDBACK]

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Appendix C: Thesis & Dissertation Competencies List

v.08-19-19

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

Global Competencies

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

Sub-Skills within Competencies

| |
|--|
| I. Reviewing and synthesizing the literature |
| A. Summarizing the state of the research within an area of scientific inquiry |
| B. Building a case for meaningful research problems |
| C. Posing relevant research questions and hypotheses |
| II. Designing and implementing the study |
| A. Targeting and recruiting an appropriate sample of participants |
| B. Defining and measuring relevant variables |
| C. Identifying and using a research design that allows for addressing the research questions |
| D. Accounting for factors related to implementation integrity of measures and manipulations |
| III. Selecting and applying data analysis techniques |
| A. Devising and carrying out preliminary analyses to address threats to internal validity |
| B. Devising and carrying out primary analyses to answer the research questions |
| C. Devising and carrying exploratory analyses to probe unexpected findings |
| IV. Reporting, interpreting, and discussing results |
| A. Reporting results from data analyses |
| B. Interpreting results from data analyses in relation to the research questions/hypotheses |

| |
|--|
| C. Discussing results from data analyses within the context of the broader scientific literature |
| V. Communicating and presenting the study |
| A. Communicating the study in writing using professional language and APA Style |
| B. Presenting the study orally using professional language and adequate content coverage |
| C. Responding effectively to Faculty's questions, comments, and critiques regarding the study |

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